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ABSTRACT

Centennial committee reports for the University of Wyoming are presented for the trustees. The reports cover the curriculum, the faculty, the quality of university life, statewide activities, students, and teacher education. Included are recommendations for change for general education, the University College, the core curriculum, undergraduate seminars, the Honors College, and interdisciplinary teaching and research. Issues concerning faculty include: instruction, research and scholarly activities, and professional recognition. Campus planning is covered, along with cultural and artistic resources, intellectual resources, and developing technologies. The following statewide activities are considered: relations between the university and community colleges, student internship programs, educational outreach, economic development and diversification, and organizing higher education. Admission standards, the school calendar, and student outreach are discussed, along with change within the College of Education that affects teacher education. Extensive appendices include data on faculty salaries and student admissions, information on public relations activities of other universities, admissions standards at peer institutions, and a proposal for student union expansion.

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UNIVERSITY OF WYOMING CENTENNIAL COMMITTEES



REPORT TO THE TRUSTEES • OCTOBER 1987

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PREFACE



PREFACE

[This act shall provide for] the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

—The Morrill Land-Grant Act, 1862

The Trustees of the University of Wyoming chose to mark the University's Centennial by initiating broad inquiries into the future of the institution. Establishing six Centennial Committees to pursue these inquiries, the Trustees asked representatives from the campus, prominent Wyoming citizens, and nationally recognized consultants to serve, inviting them to analyze our present circumstances and to recommend innovative, visionary programs and policies. The Committees met throughout the spring, gathering new information and relying on several excellent reports prepared in the last two years. The chairs of the six Committees met regularly to share information and to coordinate their efforts. Above all, the Committees enthusiastically accepted the primary charge to make quality the main criterion in their evaluations and recommendations and to risk innovation and experiment in mapping the University's path through the challenges of the next century.

The reports of those Committees are now completed, but the work is only beginning. Some recommendations can be quickly accomplished — e.g., the comprehensive signing of all University facilities or the naming of a campus planning committee to look at specific building projects with the whole University community in mind. Other recommendations require tough thought and discussion by the larger campus and state communities. Key examples here include the establishment of a University College or a strengthened admissions policy. Thought and discussion are essential, but the next stage is crucial: we have to move forward, to act. The Committees offer these reports with confidence in the ability of the University community to assess them seriously and to act on them expeditiously.

Taken together, the Committees' recommendations are more than a collection of minor mid-course adjustments in the direction of the University. Every

vital institution changes in response to its circumstances and the logic of its own history and purposes. The University of Wyoming has been changing since its inception, adapting to new needs and responding to new constraints. Daily decisions have shaped the University, often conditioned by immediate circumstances. The Committees moved beyond the constraints of such daily decisions to a broad re-envisioning of the purposes and possibilities of the institution. The founders of the University needed to think in such terms a century ago, and our Centennial offers us the opportunity to renew that effort.

To a significant extent, these reports offer principles which can guide the University during the next generation and beyond. Behind the specific recommendations lie shared aspirations, goals, commitments, and values. We want to single out three of those shared elements — summarized as community, quality, and character — which we believe are already at the heart of the University.

One theme pervades all of these reports: the need to create an effective social and intellectual community. At present, the campus is physically divided between living and learning, dorms at one end, classrooms at the other. Such physical separations produce social and intellectual isolation. Faculty share buildings, but few are the places where they can readily share ideas, and fewer still are the places where faculty and students can meet informally outside the classroom. The separations do more than just inhibit social and intellectual exchange; they actively promote suspicion and self-protection. Departments and colleges feud over turf and students, sometimes losing sight of the overriding mission they share. This compartmentalization frustrates the conversations essential to education and educational institutions.

Preface

We long ago passed the point when learning was thought to occur solely in the classroom, the laboratory, and the library. No longer can we define education as the accumulation of separate bits of knowledge. Learning is a habit of mind, an attitude that leads to engagement, inquiry, and discussion. We need to reinforce that attitude where it exists and instill it where it does not. We need to create a community which nourishes and values intellectual engagement and exchange. When Carl Schorske, a distinguished historian and member of the Committee on the Quality of University Life, urged the Committees to find ways to blend the intellectual and social lives of the University, he put in a phrase this understanding of learning. Allan Wertheimer, professor of political philosophy at the University of Vermont and member of the Committee on the Curriculum, argued for a common course in order to encourage intelligent conversation. He was making the same point. It is not surprising, then, that five of the six Committees suggest specific ways to build a genuine academic community: changes in the campus environment to encourage intellectual exchange, strengthening of shared governance, initiating programs based on the shared missions of the University and the community colleges, including curricular reform and educational research projects in cooperation with the public schools, and creating learning communities in the curriculum or through interdisciplinary institutes or focused speakers series.

Related to the emphasis on community is the commitment to quality. None of the Committees aimed at the merely adequate; none offered that old excuse for mediocrity: if it ain't broke, don't fix it. We need to move beyond the achievements of the present. We compete with the most prestigious universities for students, faculty, staff, and research money. When a Wyoming student selects a university, he or she often compares us with the strongest schools in the country. We not only want Wyoming students to come to the University of Wyoming, we want them to receive here an education superior to what they would receive elsewhere. Our students and the citizens of our state deserve no less. We have not hesitated to compare and contrast ourselves to Berkeley, Chapel Hill, and the University of Michigan — or, indeed, Stanford or Yale — not merely because they represent high standards of achievement but because we share important hopes and purposes.

Quality means many things — requiring that our students take courses in high school which prepare them for college-level work, providing an Honors College which can challenge and reward the most able, instituting an integrated general education program which rivals the disciplinary curricula in rigor and sense of purpose, rewarding faculty in order to honor achievements in their disciplines as well as devotion to this institution, and recognizing that the best education requires many students to intern in industry or government agencies, to study at other universities or in other countries. Most of all, quality requires us to distinguish between the commonplace and the exceptional, between the merely functional and the genuinely excellent. It must condition all of the University's decisions and commitments.

To be committed to quality is not, however, to be committed to imitate the specific successes of others. In some areas the University of Wyoming compares favorably with the best schools in the country, but genuine excellence is often particular, without imitators or competitors. The Great Books curriculum at St. John's College and the faculty assembled to teach it are unrivaled, but they should not be duplicated here. Ohio State University's determination to join Harvard, Stanford, and Berkeley as one of the strongest graduate schools and research centers in the country is certainly an excellent goal, but Wyoming has neither the reasons nor the resources to strive toward it. We seek quality, but we must seek it appropriately.

The question, "What is appropriate to the character of the University of Wyoming?" is the third common theme in the reports. Many things tell us about our character as an institution. We are committed to offering an education to a broad range of students. We are a diverse institution which must seek excellence in many areas. We are a bridge between a rural state and an increasingly urban world. We are many things, and we can be many more, but we cannot be everything. We must choose. To know our character is to know what we are, what we can become, and what our mission is.

Several Committee recommendations offer partial answers to this question of institutional identity. One Committee defines the University as a leader in the field of undergraduate education, practicing what others preach. In that report, the University of Wyoming is not only a place where students explore

and master a specialized body of knowledge but also a community where students prepare for many jobs and for a life which values intellect, skill, and knowledge both within and beyond the workplace. Other Committees are recommending the creation of more social spaces on campus, the modification of residence halls to encourage the formation of smaller communities, the redesign of the Student Union to create a hub of social, intellectual, and cultural activity, and the reorientation of the campus bookstore toward the intellectual interests of its community. These Committees are imagining a University which everywhere values informed and intelligent action and interaction, a University which makes education integral to living. Each decision about these recommendations will define the nature and mission of this University in its next century, establishing a character appropriate to our circumstances and hopes.

If the strengthening of the intellectual community, the commitment to quality, and the molding of a clear institutional character are major themes in these reports, so too is the interdependence of these recommendations. Relations with the community colleges will be strengthened if they and the University cooperate to establish a core freshman curriculum. The production of a truly usable mission statement, recommended by several of the Committees, not only addresses the faculty's concerns about its appropriate responsibilities but responds both to students' uncertainty about the purposes of their education and to the state's need to know the nature and extent of the services which the University will provide.

Because the recommendations are interdependent and mutually reinforcing, the Committee chairs argue that the recommendations would best be implemented as coherent clusters rather than as individual projects isolated from the broader goals of community, quality, and character. To improve the quality of the faculty in ways which do not recognize the need for strengthened intellectual life on campus or a more clearly focused statewide outreach program can actually impede the creation of a stronger university. On the other hand, by recognizing the synergy of these recommendations and implementing them accordingly, the University will gain substantially more than if they are implemented one by one.

Perhaps most obvious common element in these reports is their critical tone. From the perspective of the present achievements of the University, many judgments may seem harsh, but only by a realistic and honest assessment of our deficiencies, as well as our strengths and our potential, can we move forward. If we are to achieve the quality we seek, we cannot be satisfied with adequacy. We compete with the best in intercollegiate athletics; we must do likewise in educating our youth, sustaining the values of intellect, and serving the state. Behind the criticism lie high hopes and an urgent desire to move the institution as a whole toward greater strength. There is a good deal of optimism in these reports as well as a deep commitment to the idealistic venture of a land-grant institution, "liberal and practical education."

Those of us who have served on the Centennial Committees have learned a great deal, and we expect to learn more in the discussions which these reports will inaugurate. The momentum should not be lost. To continue the process which began with the appointment of the Committees, the chairs of the six Committees have volunteered to work with President Roark on the next the stage, in whatever capacity he thinks most appropriate.

The time, thought, and energy of many people have contributed to the creation of these reports. Invaluable was the perspective of the five national consultants who brought the knowledge and experience of many other institutions to bear on our deliberations. Equally important were the contributions of the Trustees who deliberated with us and the citizens of the state whose interest in the University overrode many other demands on their calendars. The help of many others have made these reports stronger than they would otherwise have been. We want to thank Roland Barden, Dana Boucher, Richard Davis, Al Deiss, James Hand, Buff Moore, Carol Stevens, and particularly our typist Estelle Wroblewski and our editor Jane Reverand. In addition, we have learned much from the many students, faculty, staff, administrators, and citizens who filled out questionnaires, attended discussion sessions, and answered countless telephone queries. We are grateful for their help.

Finally, it is safe to say that had there been no Linda Keiter to administer the work of the Committees, to counsel the chairs, to ferret out information,

Preface

to encourage and support our efforts, the Committees would never have been able to finish their work.

It was decided early on that each committee would develop a report format which best reflected

the subject matter, the scope of deliberations, and the personality of the committee. Consequently the committee reports differ in approach, style, and length. No inference of relative importance should be drawn from these differences.

CENTENNIAL COMMITTEE ON THE



CURRICULUM

UNIVERSITY OF WYOMING

CENTENNIAL COMMITTEES

CENTENNIAL COMMITTEE ON THE CURRICULUM

- Duncan Harris, College of Arts and Sciences, Committee Chair
- Alan P. Wertheimer, University of Vermont, National Consultant
- Donald Chapin, Trustee 1977-1989, Casper
- Thomas Dunn, Dean, Graduate School
- David Duvall, College of Arts and Sciences
- Edward A. Dyl, College of Commerce and Industry
- Walter Eggers, Dean, College of Arts and Sciences
- Michael E. Golden, Associated Students of the University of Wyoming
- Richard High, Editor, *Casper Star-Tribune*, Casper
- Raymond Jacquot, College of Engineering
- Geraldine Kirk, Trustee 1987-1993, Gillette
- Gordon Mickelson, Trustee President 1986-1987, Trustee 1979-1991, Big Piney
- Brian Miracle, Trustee President 1987-1988, Trustee 1979-1991, Lander
- Edward Paradis, College of Education
- Judith Powell, College of Agriculture
- Terry Roark, University of Wyoming President, *ex-officio*
- Bryan E. Sharratt, Trustee 1987-1993, Wheatland
- Gary Smart, College of Arts and Sciences
- Donald Veal, University of Wyoming President 1981-1987, *ex-officio*



REPORT OF THE CENTENNIAL COMMITTEE ON THE CURRICULUM

The curriculum has been an arena in which the dimensions of American culture have been measured, an environment for certifying an elite at one time and for facilitating the mobility of an emerging middle class at another. It has been one of those places where we have told ourselves who we are. It is important territory.

— Frederick Rudolph, *Curriculum*, p. 1

Professor Rudolph's history of the American undergraduate curriculum chronicles the sometimes bitter, sometimes comic battles waged over the question of what university students should — and should not — study. It is a long story of reform and intransigence, eccentricity, self-interest, and high idealism, radical innovation and sentimental nostalgia for a world that never was. The story overflows with contradictions, misdirections, and outright confusion. Yet this history makes important points. No curriculum has pleased even a majority for any length of time. Change is the only constant.

Paradoxically, curricular reform is rarely easy. Change musses the academic closet, raising dust and exposing the frayed clothes which have grown comfortable through years of wear. What is to some an old tweed jacket needing a button or two is just a rag to others. Consider, too, that new clothes cost money, and they take getting used to. Over the years it has proven easier to shove stuff back in the closet.

But change does come, partly because curricular design is never purely academic. Parents and students, professions and politicians jostle the cart; the economy, religious (or anti-religious) movements, social reform, and the changing face of knowledge have sometimes turned it over. Most of this change is piecemeal; revolutions like the Morrill Act or the Viet Nam reforms are rare.

Not only is curriculum ever-changing and exposed to shifting influences, it has multiple identities. When a group discusses curriculum, one cannot be sure that everyone is talking about the same thing. For some people, curriculum is a Platonic ideal, an organization of knowledge which a set of courses merely embodies. For others, it is those courses and the concepts that tie them together. From a third perspective, it is neither: instead, it is what students actually learn. Students may study

American democracy, but they may learn that history is irrelevant. They may take a film course, but they may learn that only math, science, or engineering really count. This hidden curriculum is at least as important as the others. Typically curricular recommendations evolve out of one of these three definitions. Allan Bloom's *Closing of the American Mind* focuses on the structure of knowledge and the failure of education to reflect it. Ernest Boyer's *College* arraigns the organization of college course work as the product of a divided and contentious academy. *Involvement in Learning*, the influential report of the Study Group on the Conditions of Excellence in American Higher Education, begins with students and how and what they learn. We have learned from all three, and the recommendations in this report speak to the organization of knowledge, the structure of course work, and the learning of students.

If the curriculum is "one of those places where we have told ourselves who we are," then it is important territory. It is more so if we assume that curriculum influences what we become. Knowledge affects action. Abilities determine whether action is effective. The business of curriculum is the provision of knowledge and the honing of abilities. No curriculum can guarantee an intellectually vigorous, professionally capable student who is fully alive to the challenges and beauties of the world, and none can keep a college graduate from being narrow, inarticulate, insensitive to moral and social issues, and oblivious to change. Whatever one learns or does not learn has probable consequences. And learning (or the preservation of ignorance) will be guided — by the individual or the teacher or the community. A fourth way to think about curriculum is as a guide. And guiding, if it is to mean anything, presupposes goals.

Curriculum

The Centennial Committee on the Curriculum kept these issues in mind as it discussed its charge. Conversation ranged widely, from the effects of the open admissions policy on the curriculum to the ways in which a University-wide core curriculum could shape the mission and identity of the institution. If our discussions were shadowed by the sobering lessons, warnings, and paradoxes of the history of the American curriculum, our immediate focus — the present and future of the curriculum at Wyoming — evoked lively controversy and enthusiastic planning. We were particularly charged to examine:

- The Development of an Honors College
- A Common Freshman Year
- General Education Requirements
- Cross-Disciplinary Courses
- Cross-Disciplinary Research Efforts
- Additional Seminar Courses
- Curricular Strategies
 - Life-Long Learning
 - Re-Entry Student Populations

Three subcommittees divided these responsibilities, one on general education and the common freshman year, one on the Honors College, and one on interdisciplinary teaching and research. The first three sections of our Appendix present the final reports of those subcommittees.

This report is not always the product of consensus. Support for the major recommendations was uniform, but on issues of emphasis and specifics the majority ruled.

THE HEALTH OF THE CURRICULUM: THE STATUS QUO

When a student arrives at the university, he finds a bewildering variety of departments and a bewildering variety of courses. And there is no official guidance, no university-wide agreement, about what he should study. Nor does he usually find readily available examples, either among students or professors, of a unified use of the university's resources. It is easiest simply to make a career choice and go about getting prepared for that career. The programs designed for those having made such a choice render their students immune to charms that might lead them

out of the conventionally respectable.

— Allan Bloom, *The Closing of the American Mind*,
p. 338

Allan Bloom's description of the faceless American multiversity is the most recent of many.¹ Few share all of Bloom's social and educational premises, but many agree on the need for strengthened coherence and an encompassing sense of purpose in higher education. Since the disappearance of the prescribed curriculum in the nineteenth century, universities have struggled to balance three curricular components: general education, concentration in a specific discipline (often career-related), and free electives.

For cultural and educational reasons, that balance has shifted. Overwhelming numbers of students give professional training as the primary reason for college. They know that a college degree is a ticket to a more prosperous future, and figures support this conclusion. Career-related education dominates the academy, with predictable results: students use free electives to extend professional skills, and general or liberal education is seen, at best, as frosting on the cake; often it is regarded as an impediment to be overcome. But we need no ghost come from the grave to tell us this.

The University of Wyoming reinforces these values. The *General Bulletin* tells students that they should select a major when applying for admission, and it urges the undecided to "attempt to choose a designated major as soon as possible" (p. 4). This advice precedes the general statement of the University's mission. The message is clear.

The organization of the *Bulletin* is probably inadvertent, but the advice is probably not. Nowhere in its introductory twenty-nine pages is there a discussion of the purposes of an education at the University of Wyoming. Students can read about the Rocky Mountain Herbarium or learn that a measles immunization is required, but they can discover nothing about the educational mission of the university beyond the legislative mandate to provide "a liberal education, together with a thorough knowledge of the various branches connected with the scientific, industrial and professional pursuits" (p. 6).

¹ In 1945, James Bryant Conant could describe the directionless university and the need for a unifying purpose and idea as long established. See Conant, pp. 39, 44.

To find a discussion of a university education, students must turn to the programs of the individual colleges. There they discover lengthy, coherent, and specific descriptions of disciplinary curricula and usually much briefer accounts of distribution requirements. The College of Engineering, for example, acknowledges that "engineering students also need knowledge in the humanities and social sciences in order to understand the world in which they live and to appreciate the development of mankind to our present civilization" (p. 168). To accomplish that end, the College requires a minimum of sixteen semester hours (out of a total of 137) in the humanities and social sciences. Students select these sixteen hours from an extensive list, and they must include two courses in the same area, one at the sophomore level or above. No further guidance is offered, aside from what the student's departmental advisor may provide. The Engineering College is not exceptional among the professional colleges. Some require more hours outside the professional curriculum, but none offers much guidance.

No one doubts that the colleges want to provide general as well as specialized education. The strength of their disciplinary curricula reflects their knowledge of their fields. No one is a specialist in general education; no official campus voice speaks on its behalf. The University as a whole gives no coherent answer to the question of what all Wyoming graduates should know. There are three all-University requirements — two semesters of freshman composition, study of the state and national constitutions, and physical education. These re-

quirements are not a coherent curriculum. Each requirement has its own rationale, but the courses have never been considered as part of an integral educational plan.

Beyond the all-University requirements is the *de facto* curriculum. To discover what students actually take, the Committee requested the transcripts of one hundred graduating seniors from the class of 1986. These transcripts were randomly selected with proportional representation from each college and without personally identifiable information. Ninety-three of the transcripts were usable. The Committee analyzed these transcripts to discover what percentages of students actually took courses in selected areas. The table below gives the results of this analysis, and the findings expectably reflect the loose programs of distribution requirements. Less than half the students in four of the six undergraduate colleges took classes in literature, foreign language, and philosophy and religion. In one college, not a single student in the sample had taken a single course in two of these areas. On the other hand, more than 80% of the students in five of the six colleges had taken at least one course in both math and laboratory science, usually as a requirement of a disciplinary curriculum. Only one college had more than half its graduates taking courses in all categories, and that college, Arts and Sciences, has the most extensive and prescriptive distribution requirements. This analysis of the *de facto* curriculum suggests that students, guided only by distribution requirements, do not construct general education programs which reflect the breadth of human knowledge. Little tells them that they should.

PERCENTAGE OF STUDENTS TAKING AT LEAST ONE COURSE IN EACH AREA

College (# of Students)	Literature ¹	Foreign Language ²	Lab Science	Math	Music, Art Theatre ³	Social Science	Philosophy Religion	Communica- tion
Agriculture (8)	13	13	100	100	75	100	38	88
Arts & Sciences (28)	71	57	96	86	96	100	68	57
C & I (17)	6	29	71	100	59	94	41	82
Engineering (12)	42	0	100	100	42	83	0	50
Education (19)	68	47	100	84	95	100	26	58
Health Sciences (9)	0	11	100	89	56	78	67	100

Source: These statistics are derived from an analysis of 93 transcripts of students who graduated with a bachelor's degree in the spring of 1986. The students were randomly selected, with some attention to proportional representation from the colleges.

¹ Includes literature courses in English, Foreign Languages, Education & Women's Studies

² Indicates passing at least one course in a foreign language

³ Includes private music lessons

Lacking a coherent general university curriculum and with only the vaguest college breadth requirements, some students adopt the careless attitude which the University appears to promote. They see no purpose in general education, and they resent the requirements. At worst, they pick courses which fit their schedules or ones which make the least demand on their time and energy. Student evaluations reflect these attitudes. Of a rigorous humanities class one student wrote, "The only problem I have with this class is the fact that, for a Gen Ed course, it takes a lot of time to prepare for." Another thought that "no outside involvement should be necessary." A third observed that "the grading may have been somewhat difficult as this class does qualify for [a] general education requirement." The comments about a general education course in Fine Arts were more positive, but some of the reasons cited for this approval were disheartening. "I've enjoyed this class because it has been a break from my other, harder classes," wrote one student. Repeatedly students found the course "easy to understand." Testing was considered very fair because the instructor gives "everyone the opportunity to get the grade they desire." A more critical student observed that the "tests were very easy and [the instructor] prepares you for them by telling you the exact answer, but you really don't learn anything." The point here is not the quality of any particular class but the expectations which students bring to it. One Committee member recognized the influence on expectations of the shapeless curriculum and of the emphasis on career preparation but wondered if too many general education classes are taught only as the first course in a major rather than as an introduction designed to reach a broader audience.

The Centennial Committee on Students conducted extensive telephone interviews with fifty-three randomly selected students, and the responses to the questions on the curriculum were enlightening. When asked what they gained or were gaining from their general education or distribution requirements, eleven of the fifty-three responded with "not much," "nothing," or "don't know." A few elaborated. One complained that "the classes are too big." Another "gained nothing but credits." A third "had to pick courses to fit that particular schedule — not ones [he] was interested in." A fourth "learned what [he] didn't like." When asked whether they thought that the graduates of a good university should have taken a unified core of courses, those rejecting the proposal argued that students should have gained a

broad enough education in high school, that the courses don't relate, or that particular fields are so specialized that broad courses are not needed.

Given the attitudes suggested by the *Bulletin* and student responses to breadth requirements, one could conclude that the University should not attempt to educate students beyond the requirements of particular disciplines. Should a university degree do more than certify knowledge of a specialization? Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching and a strong proponent of general education, reports that students want more than professional training: "While students are pulled by demands of a career and private concerns, they also spoke to us, often with deep feeling, about the need to put their own lives in perspective. We found a longing among undergraduates for a more coherent view of knowledge and, in quiet moments, they wondered aloud whether getting a job and getting ahead would be sufficiently fulfilling" (Boyer, p. 85). Our own students confirm this view. Forty-two of the fifty-three students interviewed by the Centennial Committee on Students agree that a graduate from a good university should have taken a unified core of courses, although they differed on what those courses should be. The majority also found their general education courses valuable, either because they learned useful skills or because the courses gave a broader "understanding of how the world works."

Given the conflicting evidence, the Committee found it difficult to judge the health of the general curriculum. On the one hand, there is no formal, University-wide general curriculum. The *de facto* curriculum fails to provide many students with even a college-level introduction to several broad areas of human knowledge. For many students, distribution requirements trivialize education outside the major. General requirements seem unconnected and irrelevant. The University appears to lack purpose, muttering vague goals and providing vaguer programs. On the other hand, a surprising number of students favor a unified core of courses, and many find value in the general education courses they take. To varying extents, the undergraduate colleges support programs of general education. The problem for the Committee was to shape recommendations which pay attention to these circumstances while creating a curriculum which honestly and appropriately guides students to the best education the University can offer.

THE CURRICULUM AND THE ECOLOGY OF THE UNIVERSITY OF WYOMING

If a central question is what a university graduate should know, it is not the only relevant question. Curriculum is one element in a complex ecology, and a successful curriculum evolves from the specific conditions at a particular place. The work of the Coalition for Academic Success, the Committee on University Resources and Enrollment (CURE), the Freshman Year Steering Committee, our own research, and other reports and studies made us aware of many of those specific conditions. The conclusions we drew from this information governed our recommendations.

We learned about students' origins, goals, and expectations. About half of our graduates begin their degrees elsewhere, most of those at a Wyoming community college.² According to a study of transfer students initiated by the Centennial Committee on Statewide Activities, over half of the Wyoming community college students now at the University have changed their major at least once (see the Statewide Activities Appendix, Section B). The number of students who enroll without declaring a major in a specific discipline is increasing, rising to just over 36% in the fall of 1986, up from 32% a year earlier.³ At the same time, the number of freshmen who are "very sure" of their major fell from 37% in 1985 to 28% in 1986 (Hand, 1985, p. 13; 1986, p. 13). These findings suggest that a general curriculum should accommodate large numbers of transfer students and that cooperation with the Wyoming community colleges is highly desirable. The large number of major-changers and the increasing number of undecided suggest the need for general first-year curriculum which helps students to make an informed choice.

Many factors influence a student's decision to remain in college, and curricular design is only one of them, but it can be important. Certainly a curriculum at odds with the preparation and abilities of students makes trouble. We know that the distribution of ACT scores of Wyoming students shows unexpected bulges at both ends of the scale; compared to national norms, we enroll proportionally more high and low achievers (Noel and Levitz). We also know that many of our students have required remediation in order to enroll in college-level courses in math and English. In 1985, 59.4% of those who took the mathematics placement exam required some degree of remedial work; 23.8% of those tested for English proficiency were in need of extra help (Hand, 1985, p. 7).

The typical freshman student arrives on campus expecting to earn a B average; the overall freshman grade point average for the fall semester is 2.23 (Hand, 1986, pp. 13, 11). Further, the failure rate for freshman in their first semester is substantial. About one-third end their first semester with a grade point average below 2.0; and despite significant attrition between semesters, 30% end the year with less than a C average.⁴ The Committee concluded that, given our present mix of students, the curriculum needs to respond to students at different levels of achievement. One avenue is to offer an extensive program of remediation; another is to require stronger high school preparation, either through admissions standards or withdrawal of credit from college courses that duplicate those available in high school. For well-prepared students with strong academic potential, we could offer more extensive opportunities for them to build on their achievements.

Curricular design not only involves the level at which the students meet the University but the appropriate ordering of courses once they enroll.

² Of the 93 transcripts we examined, 49 or 53% belonged to students who began their higher education elsewhere. Twenty-eight of those 49 (or 57%) came from Wyoming community colleges.

³ A total of 782 students out of all undergraduate students with less than 30 credit hours during the fall semester of 1986 (2168) had not declared a departmental major (Hand, 1986, pp. 6-7); the comparable figures for 1985 are 670 out of a total 2092 (Hand, 1986, pp. 6-7).

⁴ For the fall of 1986, 31.2% of freshmen had a grade point average below 2.0, and another 3.9% had withdrawn or had completed no classes for grades (Hand, 1986, p. 10). A study prepared by James Hand for Roland Barden (May 8, 1987) reports the six-year average (1981-1986) of fall freshman grades: 31.43% had a grade point average below 2.0, and another 2.88% had withdrawn or had completed no classes for grades. The results from an analysis of freshman grades for spring (1982-1986) shows that 30.4% had a grade average below 2.0 at the end of spring semester. The average freshman attrition rate for that period was 19.9%.

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The Committee was surprised to discover that a large minority of students postpone foundation courses in math and English until well after they should be applying those subjects in other work. Our survey of 1986 graduates shows that 39% do not even enroll for college-level math in the freshman year and 29% of freshmen do not enroll for the required two semesters of English composition. We need stronger means to insure that students take foundation courses when they are most likely to support later learning in other areas.

Several other conditions at the University could influence the design of the curriculum, but we lack information to assess them. The training, recruitment, and expectations of faculty are key ingredients, but we do not know how a particular curriculum might affect their work. Research at other universities shows that small classes emphasizing discussion and essay writing foster higher-order intellectual skills (see Chickering, pp. 196-219), but we know very little about the development of Wyoming students in their undergraduate years. Other research demonstrates the importance of a student's sense of community with faculty and other students, but we have no hard evidence about community-building and its effects here. If our findings are incomplete, we have learned enough to make confident recommendations about the specific items in our charge.

RECOMMENDATIONS FOR CHANGE

GENERAL EDUCATION: THE UNIVERSITY COLLEGE, THE CORE CURRICULUM, AND UNDERGRADUATE SEMINARS

Recall Plato's argument: In order to talk about the good life, we have to talk about the good society; and in order to talk about the good society, we have to talk about the kind of education that will bring that society into existence and sustain it.

—Lawrence Cremin, *The Genius of American Education*, p. 3

Plato's curriculum for the education of philosopher-kings is a life-long process, beginning in childhood with literature, music, and simple mathematics and reaching its final stage at age fifty, after which those who have attained the vision of the Good divide their time between study and governing the state (Book VII, 535A-541B). The curriculum of a four-year college with less lofty aims cannot spend Plato's five years on dialectic and ten years on higher

math. However, his assumption that education serves both private and public interests has survived radical changes in ideas about the nature of the good life and the good society; it is still used to justify general education beyond the personal and economic needs of the individual student.

American general education movements after the two world wars frequently installed the informed citizen, not *homo economicus*, as their goal. The assumption lingers at the University of Wyoming in the form of the required study of the state and national constitutions and in *Bulletin* copy which speaks of concerns for "the well-being of society as a whole" (p. 128), the need to prepare students "for their place among the world's citizenry" (p. 143), and a commitment "to successful participation by students in today's world" (p. 52).

The Committee took these commitments to be genuine and worked to specify them in a University curriculum. The result is the Committee's answer to the question of what every graduate of the University of Wyoming should know. Curriculum, however, is more than the content of prescribed courses; it is as well the sequence in which courses are taught and the way they are taught. One Committee member went so far as to argue that what we teach is far less important than how we teach. The Committee considered both content and form, recognizing that they are very difficult to distinguish.

After lengthy discussion of the curriculum at Wyoming, investigation of programs at other universities, and review of our circumstances, the Committee adopted six recommendations. Encouraged to consider only what is best rather than what is expedient, to see the University as a leader rather than an imitator, we planned without considering political and economic constraints. Nonetheless, we feel that these recommendations are pragmatic as well as visionary. They should enable us to attract more students, keep more of those who enroll, and give them a stronger education.

Recommendation 1. We should formally establish a University College, into which all freshmen will matriculate and other students will transfer. There, students will satisfy certain all-University requirements for general education and prerequisites for the major programs of their choice; students will apply for acceptance into major programs when basic University requirements for general education are satisfied, but no sooner than completing thirty hours of course work.

The University College is not a new idea nor is it particularly radical. From the University of North Carolina (one of Richard Moll's eight "Public Ivys") to the University of Oklahoma, Ohio State, the University of New Mexico, and Memorial University of Newfoundland in Canada, university colleges have allowed medium-sized and large public universities to cope with problems in higher education: the transition from high school to college, the vocationalism of students (and sometimes faculties), the uncertainty of students confronting a choice of major, the anonymity of large and complex institutions, irresponsible or ineffective advising, and the organization of the first part of a general education curriculum. Not all university colleges take responsibility for all these areas. Oklahoma, for instance, concentrates on advising while Chapel Hill (which has a two-year university college program) focuses on the general education curriculum and the preparation for entry into a major.

Among those university colleges we studied, the School of General Studies at the Memorial University of Newfoundland had the broadest scope and came closest to duplicating the circumstances at Wyoming. Rural and sparsely populated, with a high level of unemployment, the isolated province has a single university which offers a full range of liberal arts and professional degrees. Admission standards are minimal. Their School of General Studies enrolls all freshmen and has responsibility for curriculum, advising, counseling, orientation, remediation, and liaison with the province's high schools. Its *Guide to First Year Courses* (p. 1) neatly summarizes its purposes.

The School of General Studies provides an introduction to the different learning environment of university and, as such, its first concern is to ease the difficult transition between high school and university education. This problem is confronted in a number of ways, for example, by providing an opportunity for students to catch up in areas they may have missed in high school, by attempting to ensure limited class size where possible and by the provision of instructors especially interested in teaching first-year students. Equally important, General Studies carries out a comprehensive program of student advising, aimed at introducing students to university life. Advisors are available to help students adjust to

the new spirit of teaching, learning and study, and to offer assistance to those who may have problems with career decisions or problems of a more personal or social nature.

Newfoundland may seem a long way to go for a model, but their awareness of the needs of first-year students and their integrated responses demonstrate that a full-scale university college can succeed.

Nonetheless, whether the integration of a university college is desirable at the University of Wyoming is a question. Might it not be more appropriate to our decentralized organization and the needs of our students to strengthen already existing units and create specific programs to meet specific needs? Why, for instance, should an entering student who wants to be a sociologist or an electrical engineer or an agronomist, and whose career goal is the only reason for coming to college, be assigned to a university college? Some answers are already clear. There are fewer and fewer such students, and some of those with the strongest vocational commitments find that they do not like or are not suited for their intended field. As the Report of the Freshman Year Steering Committee points out, given the number of students who do not declare a major, who are unsure, or who later change, it is far safer to assume that freshmen are undecided than to isolate them in a program which they are unlikely to finish. (This report is included in the Curriculum Appendix, Section D.) Further, numerous retention studies show that undecided students are more likely to drop out. The University can encourage such students to commit themselves as quickly as possible to a major, or it can recognize that their quandary is normal and even desirable, and then give them the chance to explore their options through course work, meetings with departmental representatives, and vocational counseling.⁵

Will they make a better decision after a year in a university college? We don't know. They should be better prepared to make a decision about a major, but we did not find good information about how often students change majors, here or elsewhere. We did find retention figures for two schools with university colleges. Ohio State, which has an open admissions policy similar to ours for state residents (and 95% of its freshmen are residents), has 79% of its freshman return for their sophomore year (Lovell,

⁵ It is worth noting that exactly half of the 1986 freshman class at Wyoming wanted help with educational-occupational planning (Hand, 1986, p. 13).

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pp. 1258-59). North Carolina, which accepts in-state students from the top 20% of their high school class and where 85% of freshmen are state residents, has 89% of freshmen return as sophomores (Lovell, p. 1188). According to one source (Lovell, p. 1774), only 60% of Wyoming freshmen return; a study initiated earlier shows that 30.7% do not return for the sophomore year (UW Dean of Students, 1985, Table 5). It is worth noting that the range of ACT scores for the middle 50% of the freshman classes at Wyoming and Ohio State are nearly identical (Lovell, pp. 1774, 1259). What do these comparisons show? They can suggest that early commitment to a major is not crucial to retaining students.

The larger question remains whether a university college is the best way to approach the problems at Wyoming. Might a dean of general education work as well? To strengthen its undergraduate — and particularly its freshman — programs, Stanford appointed a Dean of Undergraduate Studies; she initially reported directly to the Provost and was later attached to the School of Humanities and Sciences as one of several associate deans. The reason for the transfer was a lack of resources to coordinate and implement curriculum. The problem continues. In 1975, the University of Utah appointed a Dean of Liberal Education and a Liberal Education Council to guide a general education program and screen faculty and course proposals. They coordinate the Utah Liberal Education program which requires three five-credit, multidisciplinary courses and a standard set of distribution requirements (six courses spread over four areas). With a budget drawn from colleges and departments, the dean purchases faculty time, supports competitive course-development grants, brings a nationally distinguished scholar to campus each year to teach for a semester, sponsors retreats and colloquia, and funds an exemplary undergraduate teacher to work full time for a year on reform of the undergraduate curriculum (Adelman, p. 32).

It seems clear that a dean and a committee, given sufficient resources, cooperation, and imagination, can create a successful academic program. (Sixty-five percent of Utah students take more than the required minimum number of hours in the program according to Adelman [p. 32].) Whether they can be as effective in a primarily academic program which includes advising is open to doubt. One important goal of a university college is the integration of the curriculum and advising. An independent univer-

sity college seems better able to achieve that integration. Consequently, we are making a second recommendation to support and elaborate our first.

Recommendation 2. The University College should be a full-fledged academic college on the order of the Graduate School, with its own administration and separate budgets but with no exclusive faculty or degrees; faculty who teach and advise in the University College will be appointed members of the University College faculty, but they will be tenured as members of academic departments in other colleges. Supervision of the University College curriculum and advising will be the responsibility of a single administrator (Dean of the University College) and an advisory committee (the General Education Advisory Committee).

A truly independent University College must be able to recruit faculty appropriate to its teaching and advising responsibilities. The first recommendation of *Involvement in Learning* (p. 25) prescribes reallocating "faculty and other institutional resources toward increased service to first- and second-year undergraduate students." An independent University College and faculty would be a major step in this direction. Further, the University College should be enabled to decide on its curriculum within guidelines agreed to by the University. The General Education Advisory Committee and the Dean will need to work closely with other members of the University community.

The University College would offer two curricula with separate purposes. The freshman or core curriculum provides a sound introduction to university work as well as literacy in the humanities, science, and social science. The integrated core requirement of three further courses in the social sciences, fine arts, and humanities (discussed below in Recommendation 4) builds upon the freshman core, offering more thorough introductions to important perspectives on human thought, action, and feeling.

The design of the freshman core reflects five criteria beyond the primary need to provide basic skills and knowledge in a variety of areas.

1. The core should test students' abilities against a variety of college-level courses demanding different talents and developing different interests. Students should have opportunities to assess their aptitudes and predilections

before selecting a major. Not only could students be more realistic about their choices, but colleges and departments would be less likely to enroll ill-prepared and uninterested students who leave their introductory courses half-way through the semester.

2. The core should be composed of work which the six undergraduate colleges and the Wyoming community colleges can agree upon. Not only will the transfer of credits be less likely to run afoul of the different requirements of each college, but the freshman core will also encourage closer cooperation among Wyoming institutions of higher education (see Curriculum Appendix, Section D).

3. With few exceptions, courses in the core should not duplicate course work available in Wyoming high schools. At present, high school students can wait until college to take algebra, beginning foreign languages, and other courses widely available in secondary schools. By denying college credit for such courses, the University can encourage students to make better use of their opportunities in high school and to arrive at the University ready for genuine college-level work. There are three additional advantages of this approach. First, the implementation of such a policy will require close and much needed cooperation among the University, the community colleges, and the secondary schools, building bridges across the channels that divide the state's educational community. Second, the University could reduce or eliminate courses which duplicate course work available in high school, allowing the University to save or reallocate resources. Third, well-prepared students would spend less time in basic courses at the University and would have more time to develop and explore their interests. Some additional benefits are described in the discussion of strengthened admissions standards in the Report of the Centennial Committee on Students.

4. The core should leave room for students to explore interests and to take courses which majors or colleges may require for admission.

5. The core should include the current academic all-University requirements. Too many students now postpone those courses until well after they should have begun to use the knowledge and skills those courses supply.

With these criteria in mind, the Committee proposes the freshman core described below.

Recommendation 3. We should cooperate with community college and high school teachers and administrators in developing a Core Curriculum as part of University general education requirements. Such a curriculum must meet the present requirements of the legislature and the University, and it must also allow students the latitude to start a professionally oriented major, such as engineering or music. We propose the following requirements, to be met by all University students *before acceptance into a major program*:

	credit hours
Freshman Seminar	8
College-level Mathematics	4
Laboratory Science	4
Foreign Language (third semester)	4
U.S. and Wyoming Constitutions	3

- The Freshman Seminar. This two-semester sequence is assumed to address the all-University composition requirement. Because it is a seminar (with 12-15 students per class), there will be direct attention to the skills of speaking and listening as well as reading and writing, and the substance of the course will be similar to that of the current Freshman Honors course, a comprehensive historical survey of civilizations, explicitly to include attention to the fine arts. (Such a broad course can be offered with alternative emphases or foci, e.g., science and technology, the arts, women and minorities.) This course will be taught by the best faculty that can be enlisted, and the entire University faculty will be invited to participate. (For a further discussion of a freshman seminar designed in cooperation with the community colleges, please see the description of the FOCUS Project, Curriculum Appendix, Section D.)
- Mathematics. All University students will be required to complete either the introduction to finite mathematics (304) or the first semester of calculus (311) — or will demonstrate an equivalent proficiency to the satisfaction of the Mathematics Department. Students whose proficiency in mathematics places them in prerequisite courses (300 or 301) will receive credit for these prerequisites only if such credit does not duplicate high school credit. (Within four years of instituting these requirements, the University will not grant credit for 300 or 301.)

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- Science. The laboratory science requirement can be met with a variety of approved fundamental courses; all will explicitly include attention to the history and philosophy of science.
- Foreign Language. Proficiency in a foreign language will be demonstrated by the completion of the third semester course in that language (420) or by an equivalent level of performance on a proficiency examination, as determined by the Modern Languages Department. Students taking lower-level language courses (300's) will receive credit for them only if such credit does not duplicate high school credit.
- U.S. and Wyoming Constitutions. We recommend that the University legal counsel look into the legislative mandate for instruction in the U.S. and Wyoming Constitutions, as there seems to be some ambiguity about whether the University should require course work in this area, especially if it duplicates high school courses. A single civics course (but with a broad historical character) should be developed to satisfy this requirement if necessary, but again, such a course should not duplicate high school credit — or should be offered for credit only to students who have not studied the subject in high school.

A key principle in this curriculum is the assumption that students will come to the University prepared to build on work already done in high school. If students have not taken a rigorous program of high school courses in English, math, sciences, language, and government, they can expect to enroll in remedial or compensatory courses without college credit, either at the University or elsewhere. The implementation of this principle must be phased, in coordination with the secondary schools and with the full awareness of their students.

A commentary provided by the Carnegie Foundation for the Advancement of Teaching (p. 9) suggests that general education has "three quite separate components: (1) advanced learning skills courses, (2) 'breadth' or 'distribution' courses, and (3) integrative or 'synoptic' courses." The freshman core addresses the first two of these components while the following recommendation responds to the call for breadth and integration.

Recommendation 4. University general education should extend throughout the undergraduate career. We recommend instituting additional re-

quirements of general education courses to be completed at any point in the baccalaureate program. Students will be required to complete four hours each of 400-level courses in the areas of humanities, fine arts, and social sciences; these courses will be designed for general education and approved by the General Education Advisory Committee. In addition, all major programs in the University will offer senior seminars as capstones to the undergraduate experience; students will apply the skills of reading, writing, speaking, and listening in advanced study within their major areas.

The central argument of Ernest Boyer's *College* explains the reasons for this recommendation. The crucial problem of the undergraduate college are the divisions which rend higher education: between secondary and post-secondary education, between careerism and the liberal arts, between faculty commitments to research and teaching, between academic and social life on campus, and between the campus and the world (Boyer, pp. 1-8). Boyer proposes two curricular remedies for some of these divisions: one is the familiar integrated core program of general education; the other is the enriched major. The former "concerns itself with the universal experiences that are common to all people" and "introduces students not only to essential knowledge, but also to connections across the disciplines, and, in the end, to the application of knowledge to life beyond the campus" (p. 91). The enriched major, on the other hand, helps students "put their field of special study in perspective" by responding "to three essential questions: What is the history and tradition of the field to be examined? What are the social and economic implications to be understood? What are the ethical and moral issues to be confronted?" (p. 110). Both these curricula aim to place students in the wider world of history, thought, and action. The integrated core begins with universals, explores their connections across disciplines, and culminates in the application of these experiences to specific issues. The enriched major moves in the opposite direction, reaching outward from specialized disciplinary education to the general questions of value, history, and context.

Development of both kinds of curricula is proceeding on campus. The four core courses of the University Honors Program move from an interdisciplinary history of Western cultures to a complementary sophomore course in non-Western per-

spectives; once this base is established and students have two years of course work in a variety of disciplines, the junior course explores the nature and origin of meaning through a course in applied epistemology or the sociology of knowledge. The senior capstone course then asks students to investigate a complex social issue and to take and defend a position on some aspect of the issue. The College of Agriculture, in conjunction with Arts and Sciences and with the help of a grant from the Kellogg Foundation, is building an enriched major which will offer courses in history, literature, sociology, and politics focused on agrarian life. These approaches to the divisions in the house of learning are not alternative solutions. The enriched major does not include the broad overview of human knowledge provided by the integrated core; the integrated core, on the other hand, cannot trace the many paths leading from each individual discipline to those human universals. Because the design of an enriched major must evolve out of the individual disciplines, the Committee concentrated on the integrated core.

Recommendation 4 is perhaps the most important and the least specific. The actual design and implementation of an extended general education program is left to the University College and its General Education Advisory Committee. Proposals for such integrated general education programs often come to grief for two reasons: first, they are typically created and adopted by many who do not teach them; second, the people who create these programs face such a wealth of possibilities that they endlessly debate the merits of different alternatives. We have placed responsibility for the design where it belongs, with the specific group which must put it into practice; and we set out some primary guidelines which should reduce, but not eliminate, the plethora of options to be considered.

A curriculum which makes substantial demands on students must be accompanied by an advising program which offers high levels of support. That support is not possible when students do not know who their advisor is or when putative advisors are uninformed or unavailable. Research on student-faculty interaction consistently shows that faculty can be a significant factor in students' decisions to persist and in students' satisfaction with their education (see, for example, Gaff and Gaff, pp. 642-656). To encourage effective and frequent student-faculty encounters and to integrate them with

the curriculum, the Report of the Freshman Year Steering Committee suggests that faculty serve as advisors to freshmen students enrolled in their courses whenever possible (Curriculum Appendix, Section D). We strongly support the call for effective faculty advising.

Recommendation 5. Advising should be reorganized to meet the needs of students in the University College, and advising should be recognized as a primary responsibility of the faculty. The mechanics of registration should be regarded as incidental to academic advising and academic counseling, conducted by professional educators. We propose that students be assigned University College advisors from among the University College faculty, assuming that this faculty is large enough to minimize the number of University College students per faculty member. Major program advisors should also be made available for consultation by University College students.

Given the number of students who intend to seek a graduate professional degree which does not require a specific undergraduate major (e.g., medicine, dentistry, law, business, education), the Committee recommends the development of non-traditional majors. A vast number of such programs appeared in the late sixties and early seventies, and many have survived and even flourished. These various models deserved to be examined in conjunction with programs now in place on campus.

Recommendation 6. General Studies majors should be developed within the College of Arts and Sciences to meet the needs of students who do not elect a major or for whom a general degree is most appropriate, e.g., students interested in teaching at the elementary level. The current Plan V degree options should be examined in this context.

THE HONORS COLLEGE

Twenty-two percent of University of Wyoming students have a composite ACT score of 26 or above. This number represents an unusually large group for an open admissions university (Noel and Levitz, p. 1). Whether the University has been adequately challenging these students is open to question. Only about a quarter of those who withdraw are in academic difficulty, raising the possibility that we lose some of our strongest students. A lack of academic challenge could well be a contributing factor.

The high academic potential of nearly a fourth of our students argues for invigorating the programs we offer them. Nationally, honors programs and courses are the most common response to this need. Programs vary widely in size, design, and goals. Some are located in specific disciplines, admit students after the freshman or sophomore year, and emphasize a senior research project (Stanford, the University of Colorado at Colorado Springs). Others provide a core liberal education which extends through all four years and typically emphasizes the creation of small learning communities (Washington State, Xavier University). Beyond providing academic risks and challenges, these programs are useful in recruiting superior students and faculty, in providing opportunities for faculty development and renewal, in encouraging pedagogical and curricular innovation, and in establishing a lively intellectual atmosphere throughout a campus.

Many of these benefits characterize Wyoming's developing Honors Program. Potential faculty have visited honors classes during campus visits; honors courses have been a focus for innovation and experimentation; talented high school students often express an interest in the program; and the program is becoming increasingly visible on campus. The current program combines elements of the basic models found at other universities. It offers a four-year core curriculum of challenging interdisciplinary courses in the liberal arts, emphasizes small courses and contact with faculty, requires a senior research project in the student's discipline, and supports a student organization (WyoHAS) which sponsors social, cultural, and service activities. The program has recently been transferred from the College of Arts and Sciences to the Office of Academic Affairs and employs a half-time faculty director and a program assistant.

The program currently attracts nearly one hundred freshmen (an increase of more than 60% since a revision of the program four years ago), and many more are now joining the program as sophomores and juniors. But there is a large pool of possible participants whom we must continue to try to reach. In 1986, 31% of freshmen expressed an interest in honors courses, and 43% desired independent study (Hand, 1986, p. 31). There are some other problems with the program as it is now constituted. It provides little support of, or compensation to, participating faculty, employs no resident faculty, does not grant degrees, and includes no resi-

dential program for students. Administrative support from Old Main and college deans' offices is enthusiastic but limited. However, the large pool of potential students, the program's recent vitality, and the University's commitment to foster quality justify continuing to strengthen it.

The transformation of the program into a genuine Honors College would be relatively easy to accomplish (see the comparison of the features of honors programs and honors colleges in the Curriculum Appendix, Section B), and the benefits of increased visibility, stronger support for students and faculty, and an integrated program of curricular and extracurricular events would profit the entire University. In fact, it is difficult for us to imagine any group that would not be helped by the formation of an Honors College.

To make the transition from a program to a college requires specific changes affecting students, curriculum, faculty, administration, and the identity of the program.

STUDENTS

The program primarily draws students from Wyoming, although several of the best arrive from Colorado, Nebraska, and other neighboring states. Seventeen or eighteen students in each class receive a renewable Scholar's Stipend, an effective means of recruiting strong students to the program and the University. The vast majority of students enroll as traditional freshmen by meeting the entrance requirements (test scores and high school grades). There are very few minority or non-traditional students. A richer mix of students would be desirable. Greater geographic, ethnic, and age diversity would improve the educational program and lessen the sense of elitism. The program should also be open to ambitious and intellectually motivated students who have special abilities or who have not done well on the conventional measures.

Recommendation 1. To recruit and retain more highly capable students from within and outside the state and to attract more students in under-represented groups, the number of Scholar's Stipends should be increased to thirty.

Recommendation 2. To enable particularly talented and highly motivated students to join the program, the Director should have the discretion to admit students who do not meet conventional admissions standards.

THE CURRICULUM AND COMMUNITY

The current Honors Program curriculum meshes with the distribution requirements of the undergraduate colleges, and it should continue to do so. It should also cooperate with present and future University-wide general education efforts. Similarly, it should continue to provide opportunities for innovation and experimentation. One special strength of the curriculum has been its creation of an intellectual community in its small discussion classes. That community-building has been extended through WyoHAS, an independent student group composed of honors program participants. *Involvement in Learning*, the widely respected report by the Study Group on the Conditions of Excellence in American Higher Education, strongly recommends support for such co-curricular activities (p. 35). They have been important to the success of other honors colleges. Such activities strengthen student participation and build bridges to the wider campus community. At present, the size and resources of the honors program prevent many of these activities.

Recommendation 3. To promote the building of community, to create strong relations between the college and the University, and to reduce elitism, the Honors College should support regular visits and presentations to the College and campus by significant scholars, artists, and local and national leaders.

Recommendation 4. To invigorate the curriculum from outside and to strengthen the reputation of the College and the University, leading figures at the local, national, and international levels should be invited to assume residence and teach a small number of courses in the Honors College as visiting "Chairs in Honors Studies."

Recommendation 5. To encourage the development of strong social ties among honors students, to provide opportunities for residential learning, and to strengthen the intellectual co-curriculum, the College should reserve space in the dorms for students who would like this option.

Recommendation 6. Because of the curricular structure of the program, it is difficult for transfer students to join. By encouraging the development of honors programs at Wyoming community colleges and by cooperating with them in some extra-curricular activities, strong transfer students would have the benefits of the first two years of the program, and the University would be more com-

petitive in attracting the strongest community college students.

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Currently the faculty who teach classes for the Honors Program are drawn from departments which receive partial graduate assistantships or small reimbursements in return. The program attempts to recruit the best instructors in the University without being able to offer them any compensation aside from the stimulation of teaching challenging students. The program devours faculty time, often requiring course revision, substantial contact with students outside of class, and coordination with other honors faculty. Competing responsibilities can frustrate full participation in the program. Reducing some of these impediments is essential to the transition to an Honors College.

Recommendation 7. To recruit the best faculty available for the program, faculty should be adequately compensated (through direct salary supplements, course-development grants, travel allotments, or other benefits). Their departments should be fairly compensated for the temporary loss of their teaching.

Recommendation 8. To create a core of faculty with a primary responsibility to the program, hire three to five resident College faculty to teach in the core, with half-time appointments in both Honors and an academic department.

ADMINISTRATION

The director of the University Honors Program now reports directly to the Provost, isolating him or her from the administrations of the colleges in which honors students major and from which the faculty are recruited. If the Honors College is to be a central University program, the director needs a strong affiliation which gives access to the decisions and information needed to plan and act. Further, the additional programs and students envisioned for the Honors College require additional staff. At present, important service, recruiting, and recording functions cannot be performed; the College, if it is to demonstrate the University's commitment to quality, must provide superior support as well as exemplary programs and instruction.

Recommendation 9. To assure the effective operation of the College, an adequate administrative staff is needed: a director or dean and an

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associate director or dean (both half-time) and a program assistant and a secretary (both full-time). Two half-time administrators will provide a critical mass for creative program operation and development, while allowing these faculty administrators to continue both their teaching and research.

Recommendation 10. To provide an appropriate organizational structure as a home for the Honors College, the unit should be organized as a division within the University College.

IDENTITY: A LOCAL HABITATION AND A NAME

Creating an identity for the Honors College may seem the business of a marketing consultant, but it is important for educational reasons. Effective community-building demands that the College be both visible and associated with specific curricular and extracurricular activities. To help recruit strong students, the college needs to be seen as an independent entity. The program has already severed its confusing association with the Arts and Sciences College, and its programs are becoming more widely known and better understood, but more needs to be done.

Recommendation 11. To help shape a positive identity for the College, it should be named after a prominent and popular Wyoming or national figure associated with excellence and education; alternately, an event, such as the University's or the state's Centennial, could supply an appropriate name.

Recommendation 12. To reinforce a conceptual identity in addition to providing a place where students may meet for classes and extracurricular activities, the Honors College should be placed in an attractive, sufficiently large, and centrally located facility of campus. Its present home in the basement of the Arts and Sciences Building lacks adequate office, meeting, and classroom space.

Recommendation 13. To acknowledge and identify students who complete the program, the College should award an Honors College degree.

All of these initiatives could be implemented in a gradual transition that might require one to two years, once a decision were made. The cost would be between \$250,000 and \$325,000. The Honors Program is currently budgeted at about \$175,000. Hence, we are not talking about massive infusions of funding to transform our program into a *bona fide* Honors College.

In the atmosphere of increasing competition for undergraduate students, which will likely continue well into the next century, the formation of an Honors College at the University of Wyoming will simply make us more competitive.

INTERDISCIPLINARY TEACHING AND RESEARCH

The benefits of interdisciplinary majors, programs, and research are numerous. Ernest Boyer points out that "new disciplines are emerging at the points where old ones are converging" (p. 91), and faculty discover that their research can be transformed by insights or techniques borrowed from another discipline. To encourage this development, the College of Arts and Sciences sponsors the Arts and Sciences Professorship (formerly known as the Kuehn Award) which permits a faculty member to spend a year studying and teaching with someone in another department. Students are often eager to participate. Nationally 6.4% of all undergraduates select interdisciplinary majors, and even more — 9% — make this choice at distinguished research universities and liberal arts colleges (Levine, p. 36). Not included are the many non-degree-granting programs (like Women's Studies in the College of Arts and Sciences) which offer minors, certifications, or endorsements. Clearly the stimulation of discovering unexpected conjunctions or relations attracts students as well as faculty. Further, the nature of some teaching and research is inevitably interdisciplinary: recommending modern agricultural techniques to a developing country can be effective only if one knows the local customs. While some criticize interdisciplinary work for lacking disciplinary rigor and coherence, they are few.

The University has successful interdisciplinary programs and majors, most of them confined to single colleges. The few cross-college interdisciplinary programs have been difficult to create and sustain. One Committee member blamed "a turf situation with resources," and another saw it as "part of the larger problem of integrating curricula." Counting students by department and college to justify budgets and positions discourages interdisciplinary programs which appear to drain resources and enrollments from established units. Dr. Julius Elias, Interim Vice President of the University of Connecticut, concurred: "If I might enunciate a painful lesson, it is that school and department structures are not only the enemies of innovation in developing disciplines, but also of interdisciplinary

work" (Curriculum Appendix, Section C). Despite the difficulties, the Committee found broad enthusiasm for such programs, both on campus and off. Provost Richard J. Hill of the University of Oregon reported, "While interdisciplinary programs are often hampered by 'turf' difficulties, these programs also provide many stimulating opportunities for our students and faculty" (Curriculum Appendix, Section C). As one Committee member said, "We need to tear down fences."

The Committee's first response was to insulate interdisciplinary programs from interdepartmental and intercollege rivalries by locating them in an independent unit — either Academic Affairs or the University College — and to fund them separately. However, the research of our subcommittee on interdisciplinary teaching and research found that most of the universities contacted did not recommend this model. Despite the difficulties, most lodged such programs in colleges or departments, but most also had a clearly articulated set of policies to govern relations with their administrative homes and with those from which they drew resources. (The report of the survey supporting these conclusions can be found in Curriculum Appendix, Section C.)

The Committee concluded that the University of Wyoming is missing important opportunities for recruitment and education of students because of a lack of appropriate cross-college interdisciplinary programs. Such programs give universities flexibility in meeting emerging needs for interdisciplinary education, provide a framework for faculty interaction, and help recruit additional students. Since other institutions find that interdisciplinary programs cost little to implement, the establishment of more interdisciplinary programs is feasible, even in a period of fiscal constraint. The Committee makes the following recommendations.

Recommendation 1. The Vice President for Academic Affairs or designated representative should appoint an *ad hoc* committee to develop University guidelines for the establishment of interdisciplinary cross-college programs. Guidelines should address both policy for development of interdisciplinary curricula and procedures for implementation. Every college should be represented on the committee. Appropriate participants might be the Associate Deans, as well as representatives of the Academic Planning Committee.

Recommendation 2. In considering guidelines and policies for the development of interdisciplinary graduate programs, the *ad hoc* committee should examine the program in reproductive biology recently approved by the Trustees.

Recommendation 3. Guidelines developed should include a mechanism for involving the University Libraries in determining adequacy of available library resources for proposed interdisciplinary programs.

Since implementation of these recommendations is not dependent upon additional University resources and has the potential to maximize use of current resources for meeting the educational needs of students, implementation could proceed as early as fall, 1987.

WINNERS AND LOSERS

To return to where we began, new clothes cost money and can be less comfortable than an old sweatshirt and sneakers. Buying new clothes can cause anxiety — there are all those choices — and paying for them may mean giving up something we want or already have. It is no wonder that curricular change is difficult.

The Committee's recommendations, taken together, require a shift in priorities, and there will be losses. There may well be fewer small upper-division courses as fewer teaching assistants and more professors teach freshman courses. Faculty may be asked to spend time to learn more about freshmen and about the rest of the University. Certainly the six undergraduate colleges will lose enrollments to the University College. There will be more committees and more bureaucracies. If there are more interdisciplinary programs, some faculty will be less available to their home departments, and some students will be drawn away as well. In one way or another, every established unit will suffer losses of some kind.

Who will gain? That will, of course, depend on whether the recommendations produce the expected results. If the established colleges and departments come up with effective admissions requirements, they will have better-prepared students who are more committed to a field of study. Colleges which face sudden surges in student interest should be better able to control enrollments. If more students take composition and college-level math as freshmen, faculty can expect a generally higher level

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of performance on essay exams and laboratory exercises. If we can influence students to choose a college preparatory curriculum in high school, the University can spend less time going over material that could have been learned earlier. With a clear all-University general education program, advisors can spend less time with students on the mechanics of registration, more on working toward understanding how the goals of the student and the institution can mesh. Fewer students should be separated from their records because their file got lost as they moved from psychology to zoology to biochemistry.

Judging from this list of winners, one might think that the major purpose of the recommendations is greater efficiency. We did not set out to make the trains run on time, but we think they might. The important winners are students, who should be better prepared for college when they arrive and for their majors when they declare, and whose entire university education will make more sense and be more useful; faculty, who will teach these students; and the University, which will have a stronger education to offer to more and better-prepared students.

Fortunately, the University, unlike a poker game, can have more winners than losers, and the gains can exceed the losses. Adam Smith knew that wealth could be created, not just redistributed. The primary business of the University is creation — of knowledge, of an educated people, of an intellectual community. Shifting priorities within the University will be uncomfortable, as losses always are; but we are confident about the nature of the business we are in: the bottom line should allow the profit that all of us desire.

The distance between the present and the visionary future can be as short or as long as we want to make it. As we have pointed out along the way, some recommendations could be implemented next week. Some deserve a more extensive period for reflection and discussion, but that period should be limited. Much of what is contained in this report was thoroughly discussed and investigated before the Committee began its work. There is no need to catalogue the national and local reports stretching back to *The Quest for Common Learning* and the proposal for the Arts and Sciences General Education Program six years ago. We have already come a considerable distance, and we should not unnecessarily prolong the journey.

Brutus' speech may be too familiar to carry much conviction and too apocalyptic for the present circumstances, but the patient reader of all these words deserves a few good ones at the end.

There is a tide in the affairs of men,
Which taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries;
On such a full sea are we now afloat,
And we must take the current when it serves,
Or lose our ventures.

— Julius Caesar

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CENTENNIAL COMMITTEE ON THE
FACULTY



UNIVERSITY OF WYOMING CENTENNIAL COMMITTEES

CENTENNIAL COMMITTEE ON THE FACULTY

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REPORT OF THE CENTENNIAL COMMITTEE ON THE FACULTY

The University of Wyoming faculty can be characterized as strongly committed to the interests of the people of the State of Wyoming. The faculty provides a high-quality educational experience for its students, and promotes and contributes to the excellence of the University through the expressions of teaching, research, and service. It is interesting to note, amid all of the recent discussion about teaching vs. research, that the University of Wyoming faculty dedicates twice as much time to teaching as it does to research (59% vs. 29.6%, see Faculty Appendix, Section A).

In fiscal year 1985-86 the University of Wyoming had 722.5 designated faculty positions in its seven major colleges, with the Arts and Sciences College by far the largest with 291 or 40% of the positions (see Faculty Appendix, Section B). It is interesting to note that in this same year, only 540 (74.7%) of these positions were held by assistant, associate, and full professors (see Faculty Appendix, Section C). Presumably, the remaining 25.3% of the positions were filled by instructors, temporary faculty and visitors, and graduate students on interim appointments, or were left vacant. In a time when enrollments are going up, when some colleges are experiencing overcrowding (e.g., average class size in the Commerce and Industry College is 32.58), and when there is a call for academic excellence, it is surprising and disconcerting to see that we are operating the University and conducting its educational mission with such a small percentage of the faculty positions actually being filled by "faculty." From Faculty Appendix, Section C, it would appear that this is an ongoing problem.

Two indicators (the number of editors of professional journals and the amount of grant money per capita) place the faculty at the University of Wyoming well above average in their scholarly and educational achievements; however, Wyoming faculty rank among the lowest paid of the Division I schools (see Faculty Appendix, Sections D, E, and F). Of the 172 Division I schools in the nation, only 36 pay their full professors less, 28 pay their associate

professors less, and 34 pay their assistant professors lower real wages (salary plus compensation) (based on figures in *Academe*, vol. 73, no. 2 (March - April, 1987); figures for 1986-87).

Although the quality of the faculty has been and remains quite high, its vitality has waned in recent years. Numerous reports and surveys such as the Faculty Senate survey on morale and retention, the University Faculty Association morale survey, and the study document prepared by the 1986 Presidential Search Committee have indicated that a severe morale problem exists at the University of Wyoming, and that it is not due solely to a shortage of recent salary increases. This morale problem manifests itself in several ways; faculty members may give less than their full effort in the classroom, in necessary committee work, or even in their own scholarly activity because they are frustrated or bitter about their employment situation. *American Professors: A National Resource Imperiled* (New York and London: Oxford University Press, 1986) suggests that similar concerns are fairly widespread among American universities. Administrative bureaucracy, lack of communication, and a sense of disappearing collegiality are problems at the University of Wyoming as they are at many other universities across the nation. Correcting these problems therefore could afford us an advantage in recruiting and retaining the best faculty.

From the first meeting of the Centennial Committee on the Faculty it was apparent that there were six factors to be considered in any comprehensive discussion of the faculty at the University of Wyoming, specifically: (1) teaching, (2) research and scholarly activity, (3) recognition (awards and rewards), (4) intellectual environment, (5) shared governance, and (6) recruitment. Specific recommendations in each of these areas are presented below with the intention of stimulating the effort, commitment, and sense of mutual responsibility necessary to enhance faculty productivity and satisfaction.

TEACHING

It was somewhat surprising that the members of the Faculty Committee, who individually are quite active in their own scholarly pursuits, should have spent more time discussing teaching than any other topic. This may reflect common concerns in that area, but it may also reflect the fact that most of the faculty spend more time on teaching than on any other activity. Although the University and its faculty acknowledge the three "equal" functions of teaching, research, and service, all faculty members would probably admit that teaching is our most significant single responsibility to the people of the State of Wyoming (as evidenced by figures in the Faculty Appendix, Section A).

RECOMMENDATIONS TO IMPROVE TEACHING

1. It is recommended that in the future all merit money be divided into two pools, one for research and another for teaching, with each faculty member receiving an independent raise for his or her performance in each area. A common perception exists among both faculty and students that the University rewards research efforts more than it rewards teaching efforts. Although the faculty tend to lay the blame for the perception that there is undue emphasis on research on the way the administration has employed the merit system, we were able to think of few specific examples of excellent teachers who were receiving substandard pay. The perceived emphasis on research may simply reflect the fact that the faculty is more confident judging research productivity than it is judging teaching. Our recommendation to divide the merit money into two pools is an attempt to eliminate a perception of bias toward research.

2. A fund should be established or an endowment created to provide teaching grants, in much the same way various campus units currently provide small research grants. These grants would be peer-reviewed, competitive awards given to faculty members for such things as developing new courses, reorganizing old ones, and implementing creative alternatives to classroom experiences. This program should be designed to energize the faculty to look ahead, develop new approaches, and generally increase planning efforts, rather than to recognize a few faculty members "after the fact."

3. Awards, such as the Golden Apple Award in the Arts and Sciences College, should be established or an allocation made from the available

merit money to recognize faculty who are teaching large introductory courses. These courses are in many ways the backbone of the educational system and must be taught by outstanding instructors. We believe the merit system does not adequately reward this effort. Further, we feel that proper rewards in this area will attract our best instructors to these classes.

4. **Teaching Evaluations.** The evaluation of teaching by students is an issue which always generates heated opinions. Both faculty and students have agreed for years that handing students a "blank sheet of paper" is far from ideal, but repeated efforts to promote specific alternatives have failed to achieve a consensus of support. Our current system allows each department to devise its own method for obtaining student evaluations of teaching. Most have simply retained the "blank sheet."

The current system causes undue frustration for everyone. The students who currently provide almost all of the input do not have the responsibility for making the final judgment of a faculty member's teaching merit. They sense that their efforts bear little relation to faculty merit decisions. The faculty and the department heads, who do have the responsibility for these judgments, in many cases do not directly review instruction. Instead they rely on what Unireg 800 refers to as "informal and, in some cases, uncritical reactions by students to an instructor's classroom performance." The faculty are frustrated by having evaluations based on such imprecise information.

We have two recommendations regarding evaluation.

a. Faculty colleagues and department heads should use direct means of evaluation, such as discussing the course with the teacher; examining texts, syllabi, and exams; and scheduling occasional classroom visits. Direct means of evaluation are required by Unireg 800 but are rarely used. Tenure and promotion committees should insist that this information be provided for all tenure and promotion cases.

b. Department heads should review student evaluations as soon as they come in, and then schedule some time with a class to discuss its comments and overall evaluation. This could not be done for every class, but if done often would have a beneficial effect on the students' attitudes toward the questionnaires.

5. **It is recommended that the University establish an Instruction and Development Center.** One of the first questions members of the Faculty Committee asked ourselves was, "How does the University provide visible demonstrations of its interest in quality instruction?" The University of Wyoming has a Research Office which provides information and some level of support for faculty performing that function. It now has advising centers whose staffs gather material, give workshops, and oversee that faculty activity. What the University does not have is something that has been requested several times by previous faculty groups: a teaching resource center. Audio-visual services have improved in recent years, the scheduling office in the Classroom Building provides assistance with projectors, and Computer Services provide limited support for their computerized test scoring system. The University has no experts designated to assist faculty in curriculum design or testing procedures. There is only limited support for producing overhead transparencies and videotapes. Further, we have barely begun to explore computer-produced teaching aids. At other universities, faculty instruction and development centers provide professional instructional designers who analyze the instructional process and can make suggestions to an instructor. These centers can also provide assistance with testing and computer scoring, and with obtaining student feedback using questionnaires. They sponsor symposia on teaching methods given by outstanding teachers in various fields. A department head could refer a struggling teacher there. Teachers looking for ways to save time and improve instruction could go there. To maximize volunteer usage of the services provided by an Instruction and Development Center, it is additionally recommended that the programs of this center function independently of the promotion-tenure and merit processes.

RESEARCH AND SCHOLARLY ACTIVITIES

American society has given to universities, and they have readily accepted, the important role of exploring and evaluating new approaches to almost everything we do, from building space vehicles to performing music. Universities employ some of the most highly trained experts and do not require them to focus on market potential or profitability. In the context of teaching current issues and techniques it is necessary to explore alternatives. Therefore universities are ideally suited to encourage research,

and if they didn't, it would probably be done less well by other institutions.

Research and scholarly activities at the University of Wyoming often provide direct benefits to people of the State of Wyoming by devising innovative solutions to problems, ranging from mine reclamation and agricultural practices to educational and health activities. The significance of federally funded research as an industry should also not be overlooked. When a Wyoming scientist obtains a federal research grant, a great deal of that money is spent in Wyoming, largely to employ people who live in Wyoming and spend their salaries here. The sum of approximately \$15 million received in grant monies in 1986 (see Faculty Appendix, Section B) is, therefore, more significant than most of the individual industrial and commercial operations for which communities are now competing.

Scholarly activity is significant to the University in another way: there is a recognized "pecking order" among universities, with the Harvards and Berkeleys in the lead and the University of Wyoming back "in the pack" with many other institutions. There is no doubt that the relative academic prestige of a university is based mainly on the scholarly achievements of its faculty. The legislature and the people of the state would be pleased to have a highly rated educational institution here. We would attract more top students who would feel a greater sense of pride and commitment to their studies and, after graduation, as alumni of the University. Clearly, faculty members would prefer to be employed by a recognized "quality" institution. The prestige of their colleagues reflects on them, and they expect that the general quality of academic life will be better at a "quality" institution. The faculty will receive more respect from their students, more stimulating professional discussions or collaborations, and possibly a more favorable reaction to their own submitted manuscripts or grant proposals. So, although a reputation for quality is a nebulous entity, open to suspicion and argument, and hard to change, a better reputation does have real advantages.

Arguments arise among faculty members over the impact of research on teaching. Many professors and administrators believe that those who engage in scholarly activities are more committed, knowledgeable, and current in their fields. Further, they argue that they are better teachers for it. Others point to the hours spent on individual research projects and see them as hours stolen from undergraduates.

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Case histories can be presented of excellent teachers denied tenure because of an inadequate publication record. In both *College: The Undergraduate Experience in America* (by Ernest Boyer, New York: Harper and Row, 1987) and *The Public Ivys* (by Richard Moll, New York: Viking Penguin, 1985) a contrast is drawn between a German or European model of faculty, and an English Colonial model. The stylized German professors of the 1800s were not expected to be "teachers," but rather "specialists." They were responsible for presenting high-quality information and were committed solely to their disciplines rather than to their students. If students were not sufficiently intelligent or motivated, or if they lacked the background necessary to understand them, that was the students' problem, not the professors'. The contrasting English Colonial model exemplifies more interaction with students and more concern with teaching. Today's ideal university faculty member is expected to be a blend of these two models, dedicated both to a discipline and to the students.

We must recognize that there is great diversity among the faculty at the University of Wyoming regarding their involvement in scholarship. We can somewhat arbitrarily describe four groups. The first includes a small number of faculty members who are very well established, have national and international reputations as outstanding scholars, and are largely responsible for the institution's prestige. The University currently does not have any world-class researchers, such as a Nobel laureate. This is probably the single clearest indicator that the University of Wyoming is not in the same league as Harvard, MIT, Berkeley, or Michigan. But there are other indicators of prestige — for example, the National Academy of Sciences (NAS). The University currently has no NAS members on its faculty. A goal that is both desirable and attainable is to attempt to hire faculty who are NAS members. The University should also encourage and stimulate our own faculty to aspire to NAS membership (or the equivalent in humanities and arts). The assistance the University provides such faculty members will repay itself many times in loyalty and prestige. Furthermore, the conditions required to develop such individuals will have a widespread positive impact on the professional development of all faculty members and will help the University keep the few most visible people it has, rather than losing them to other institutions.

A second identifiable group is composed of faculty who have the training and interest to pursue research but do not compete strongly for grant support. They may even fail to attend national meetings or to publish as much as they could. These are individuals who will meet the standards of scholarship to obtain tenure, but who could do much more. This rather large group represents the University's best hope for increasing its overall level of outside grant support. It was recently announced by the federal Office of Management and Budget that Wyoming has moved into the top 100 universities in terms of grant funding (92nd place). We should be pleased that we have done so well, but another goal should be to move into the top half of that list.

A third group, at the same level as the group above, is composed of those whose scholarly activity does not fit the mold of publication and grant-getting. Included in this group are many faculty in the humanities and fine arts, for example. The third goal is to maintain a high profile for that type of scholarship, and to afford it the type of respect and support we have given to scientific research.

A fourth, and very important, group are those faculty who have tenure at the University and are contributing to its teaching and/or service functions but who have no real interest in research. We need to adopt an appropriate attitude toward these people and to use their talents in the most productive way. Forcing someone with no interest in research to publish results only in weak scholarship, resentment, and time lost from some other professional activity, such as teaching or service. The fourth goal is to gracefully remove the "publish-or-perish" mentality when it concerns competent faculty members who are tenured and who are contributing in other ways. To make this last point absolutely clear, this committee is not advocating hiring new tenure-track faculty to 100% teaching positions. It is our belief, which is consonant across the country, that university faculty occupy that narrow space between state colleges and research laboratories, where a high level of competence is required in both teaching and research.

RECOMMENDATIONS TO IMPROVE RESEARCH

1. It is recommended that current efforts to obtain endowment funds for faculty chairs include sufficient funding to enable the University to recruit twenty to twenty-five distinguished scholars

in targeted chaired positions identified through the Institutional Review (recommended later in this report). Clearly, the influx of so many renowned faculty would reflect favorably on the University of Wyoming. Coupled with our next recommendation, these chaired faculty should also help to elevate many of our current faculty to national and international status, through joint work and increased visibility.

2. An appropriate Faculty Senate committee should be established, or a current one empowered, to designate some small fraction (say, 3% at first) of the University faculty as Distinguished Professor (or perhaps Distinguished Associate Professor). These designations should not be given as retirement gifts, but rather to the individuals who are responsible for the University's continuing academic quality. Once a faculty member is so named, the University should respond by assisting him or her to achieve even greater prominence. Perhaps this could best be accomplished by the University's acting as though it were trying to lure that individual here from elsewhere, and providing the necessary space, staff support, equipment, and travel to maximize that individual's productivity.

3. We recommend that once a faculty member's grant total has exceeded some defined threshold, a significant fraction of the overhead above the threshold be designated specifically as being under the control of the principal investigator. Research grants from outside the University result in indirect-cost monies intended to reimburse the grantee's institution for the burdens placed on it by conducting the research. Currently, 15% of those costs are returned to the investigator's academic department. Individuals with large grants have no particular incentive to bring in even larger amounts of money. Affording a direct return of overhead money to faculty receiving very large grants should encourage those who are capable of obtaining even larger grants to do so.

4. The amount of funding available nationally in the non-science areas is dramatically smaller than in the science areas, forcing increased competition. In order to encourage greater scholarship and increased competitiveness for faculty in the non-science areas, the University should strengthen existing programs of internal competitive grants.

5. Assistance to New Faculty. The University is currently hiring very capable people, and it must recognize their importance to the future of this institution. If young faculty members are able to maxi-

mize their scholarly potential, the word will spread to their colleagues, and the University will begin to build a reputation as a desirable place to work. We have several specific suggestions:

a. The University should provide awards (e.g., \$10,000 per year for two years) to younger faculty members as seed money. Currently, new faculty members may apply for support from several on-campus sources, with a maximum of \$2000 or \$3000 from any one source, and often with limitations on how the funds can be spent. Internal research awards of the size recommended are unusual, and this program could draw positive attention to the University of Wyoming.

b. Younger faculty should be protected from excessively burdensome teaching assignments. In some departments it is common to place younger faculty members in front of large, lower-division classes so that the established faculty can teach the upper-division courses they prefer. This is not necessarily in the best interests of either the faculty or the students. Care must be taken not to overburden younger faculty members so they can more readily establish their programs of scholarly activities.

c. The University should develop an endowment fund for the purpose of hiring postdoctoral researchers to aid young members of the faculty, in the same way that established faculty are able to hire postdocs on grants. In addition to providing excellent assistance to the faculty member, the postdoctoral researcher is exposed to the University of Wyoming and thereby enhances our reputation when he or she moves on to teach elsewhere.

d. It is important for a faculty member who is trying to build a national reputation to attend national meetings of scholarly organizations. It should be a top priority within each department and college to make certain that first-year faculty members are provided the necessary travel funds to go to one such meeting.

e. The Research Office should hold several sessions each year to inform the faculty about grants — sources of grant funding, sources of information about grant funding, how to apply for grants, the benefits of outside grants (summer salary, travel money, etc.). All assistant professors should receive individual invitations to these sessions.

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6. The University's current graduate stipends are not competitive, and need to be increased. Much of the research that goes on at universities involves graduate students and represents an interaction between a faculty member and a student. The quality of the student not only influences the quality of the research that is carried out, but also the quality of the interaction and the satisfaction of the faculty member. Also, a university's academic strength is judged in part on the performance of the people who receive its graduate degrees, particularly those Ph.D. students who obtain faculty positions at other institutions. For all these reasons it is crucial that we recruit the best possible graduate students.

RECOGNITION: REWARDS AND AWARDS

Most faculty members do not like to think that they work primarily for money. After all, many could have earned more in other jobs. Faculty generally believe that their teaching or scholarly activities provide "inherent" rewards — if they do them well, they achieve satisfaction. Since they are free to do these things using whatever approaches they choose, their jobs are challenging and they can take credit when things work out well. Although most faculty feel that they should be above asking for more money, when someone notices their good efforts and rewards them, they appreciate it. Conversely, when their good efforts are not recognized and rewarded, it leads to dissatisfaction with the merit system that is supposed to recognize and reward good performance.

In *American Professors: A National Resource Imperiled*, Bowen and Schuster point out that faculty members have generally lost ground in salary levels since 1970, compared to other professionals. This has contributed to a decline in the perceived status of faculty members, and threatens universities' continued ability to recruit the most able people.

The University of Wyoming faculty has moved from a period of widespread dissatisfaction to an era of chaos in salary matters. Projected small salary increases were recently postponed, then pay was reduced by furloughs. The future economic situation of the University continues to look bleak. Faculty members hired within the past five years have seen only very small pay increases, and much of the available raise money has been used for "market" adjustments, creating large differentials between faculty in different disciplines. In some departments, new faculty members are being hired

at higher salaries than the more experienced faculty, creating large salary "inversions." Basing salaries on external pressures rather than internal quality can have disastrous implications for the continuance and promotion of quality at any institution. However, to hire in a national market requires paying national market rates. This dilemma has clearly had a negative impact on faculty morale at the University of Wyoming.

Regarding merit pay and rewards, behavioral psychologists and economists know that people are happy to work for relatively small rewards, if the rewards occur with some reasonable frequency and there is a connection between performance and reward. The size of a reward does have some effect, but consistency is much more important. The most satisfactory situation would be for most faculty to receive a merit-based reward each year, with the reward clearly tied to individual performance. The current system fails to do this, giving merit raises to a minority of the faculty, and "demerit" (a below-average raise for above-average performance) raises to most.

RECOMMENDATIONS TO IMPROVE RECOGNITION

In recent years administrative decisions have been made to set aside a percentage of available raise monies for market adjustments, to comply with the Governor's suggested furlough days, and, recently, to seek reinstatement of raises at the cost of losing several positions. These decisions have been made on an *ad hoc* basis, and generally without consulting appropriate faculty groups.

1. We propose that the Faculty Senate Salary Committee begin to draw up a set of principles and priorities for salary decisions, taking into account such issues as loss of position vs. salary reductions, merit, market pay vs. cost-of-living increases, and the distribution of merit money. The goal would be to develop procedures for making these decisions, guided by meaningful principles, not to make specific dollar recommendations. Consensus should then be sought between this committee, the administration, and the Board of Trustees so that the faculty will know what is likely to happen in the event of a cut or an increase in available salary money. It is strongly recommended that these guidelines be developed in accordance with the results of the Institutional Review recommended in the Shared Governance section.

2. The Committee on Committees should seek stability in the membership of the Faculty Senate Salary Committee, and especially in its chairmanship. Salary issues are complex, and rotating one-year chairmen are destined to remain relatively uninformed compared to administrators who constantly deal with salary matters. For there to be a meaningful dialogue, faculty recruited for this committee must be willing to learn about budgetary complexities and be willing to serve on the committee for several years consecutively. The Salary Committee should review the distribution of merit pay each year, continually develop and re-examine the rationale for proposing faculty pay increases, and review existing salaries for discrepancies. A similar "professionalization" is proposed for the Retirement and Insurance Committee.

3. A fund should be established to reward faculty on a one-time basis for outstanding achievements and contributions to the University. Current policy on merit pay results in increases in the base pay and can lead to vast amplification of pay differentials over the years. It has frequently been recommended that some type of one-time award system be developed. It seems, however, that the University is not allowed to use its funds to "pay" people for work for which they have already been paid. Perhaps more outside funds, similar to the Ellbogen teaching awards, could be developed. These awards could be given for meritorious teaching or scholarly activities, but would not alter the base pay of the recipient. If state funds could be used for one-time increases, then many more awards could be given in a more flexible manner.

INTELLECTUAL ENVIRONMENT

Members of the Faculty Committee perceive a need for more intellectual interaction on the University of Wyoming campus. A strong intellectual atmosphere is a necessary part of the academic environment and would make the University community a more stimulating place to live and work.

One need only visit a campus at which intellectual excitement exists, such as Harvard or Stanford, to realize that the intellectual atmosphere at the University of Wyoming could be improved. We seek a sense of intellectual community—a pulsebeat of inquiry and expression. All involved in the University community, including those who visit this campus, must feel that pulse.

The Faculty Committee has two goals. One is to increase the opportunity for informal, intellectually guided interactions between faculty and students. The second is to increase the opportunity for intellectual exchange among faculty from diverse disciplines.

RECOMMENDATIONS TO IMPROVE THE INTELLECTUAL ENVIRONMENT

1. Many schools have faculty centers which serve as the focus for intellectual activity. The University of Wyoming should make the establishment of such a center a top priority. The Faculty Center need not be extravagant, but it should be attractive and comfortable. The atmosphere should nurture intellectual discourse and encourage social interaction among the faculty. It should be a place where the faculty can relax, converse with colleagues, and attend seminars and artistic performances. Within the Faculty Center facilities could be included for housing visiting dignitaries (see the Report of the Centennial Committee on the Quality of University Life).

The major obstacle to establishing such a center seems to be finding a suitable location at a reasonable cost. It has been recommended several times that the Cooper Mansion be investigated for this purpose. However, considering the size and design of the Cooper Mansion, it is the belief of the Committee that other buildings or rooms on campus, such as the Foundation House, are more appropriate for the temporary or permanent location of a Faculty Center.

2. Many University of Wyoming faculty are involved in fascinating research and other scholarly endeavors about which few on campus are aware. We recommend the creation of a forum or a series of lectures, perhaps sponsored and organized through the Office of Academic Affairs, in which members of the faculty would be invited to give presentations of general interest. Ideally, these presentations would be made in an informal setting such as the suggested Faculty Center. Publicity for these presentations should be directed beyond the University community to Laramie, the state, and when appropriate the region. It is also recommended that support be increased to those programs bringing in speakers from other universities, such as the Social Science Speakers Consortium, the Interdepartmental Biological Seminar, the Center for Contemporary Arts, and the Interdisciplinary Speakers Committee.

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3. The faculty should be encouraged to work on an interdisciplinary basis (see the Report of the Centennial Committee on the Curriculum). It is recommended that the opportunities for interdisciplinary study and work, such as the Arts and Sciences Professorships (formerly known as the Kuehn awards), be increased, and that released time be made available for faculty to participate in internal sabbaticals and research semesters. An endowment should be sought to provide funds for these renewal activities, which possibly could be expanded to support both the Faculty Center and the Instruction and Development Center recommended earlier.

4. An effort should be made to consider more creative scheduling and presentation of classes in an attempt to facilitate informal interactions and intellectual discourse beyond the limits of the classroom. For example, some classes could be scheduled to meet in the evenings in the residence hall's, or in the afternoon in the Union, and we could possibly make better use of block courses, especially where they might permit the University to attract a prominent visiting scholar.

5. Senior faculty members should be asked to serve as mentors for new faculty. The mentor need not be from the same department, but should have academic interests that are compatible with those of the new faculty member. The mentor should be encouraged to have regular contact with the new faculty member and to assist in the transition to Laramie and the University community. The relationship should nurture intellectual exchange and perhaps even stimulate collaboration on research.

6. In an attempt to put intellectual interaction between faculty and their students or advisees on a pleasant social basis, it is recommended that a procedure be established whereby faculty members could easily reserve an area to which they could invite their students to share beverages and snacks. To be successful, the arrangements for these coffees must be simple to make and their cost must be minimal.

SHARED GOVERNANCE

Faculty in American colleges and universities traditionally play a significant role in formulating policies for the institution. The University of Wyoming clearly expects its faculty to help govern the institution. The following statement is taken from the Regulations of the Trustees, Chapter IV, section 2:

In accordance with its bylaws, the University Faculty may adopt regulations to establish educational and academic policies for the University as a whole; to promote the general welfare of the University, the students and the faculty; to establish policies regarding student conduct and all phases of student life, activities and student organizations; and to establish faculty committees.

Because the faculty grew too large to conduct such business in open meetings, these responsibilities were turned over in 1968 to a Faculty Senate, consisting of elected faculty representatives. The rather extensive bylaws and committee structure of the Faculty Senate are contained in Uniregs 701 and 702. In addition, Unireg 804 describes faculty responsibilities in the appointment, review, and reassignment of academic administrators.

According to *American Professors: A National Resource Imperiled*, faculty members at many institutions are not satisfied with the state of shared governance, and many feel that it has deteriorated in recent years. For at least the past ten years, polls of faculty opinion on shared governance at the University of Wyoming have demonstrated widespread dissatisfaction (for example, the 1985 and 1986 Faculty Senate surveys and the study document prepared by the 1986 Presidential Search Committee). Two major trends have contributed to the feeling of powerlessness expressed by many faculty. First, as the University has grown and as most fields have become increasingly specialized, there has been a change in the faculty itself. It has become fragmented, so that there is less communication among faculty in various disciplines. Also, experts in these highly specialized fields are more likely to identify with their disciplines than with their employer. This produces a strong motivation to ignore collegial concerns and to leave the operation of the University to the administrators.

Second, as the University has increased in size, budget, and complexity its need for management has also increased, with a corresponding increase in the number of people involved in such activities (associate vice presidents, associate deans, and more secretarial staff in these offices). The faculty members holding administrative positions have become increasingly professionalized as academic administrators, becoming familiar with such complexities as tenure and promotion procedures, planning procedures, the details of a complex budget, various important federal regulations, and many other details which are not of interest to most of the faculty.

It is inevitable, then, that administrators come to view faculty as naive when it comes to administrative issues.

However, when a decision is made that appears inappropriate, a cry is heard from the faculty for shared governance. In this context, it is not surprising that many faculty feel that they cannot communicate effectively with the central administration, and feel powerless to influence significant decisions.

RECOMMENDATIONS TO IMPROVE SHARED GOVERNANCE

1. It is recommended that an Institutional Review be immediately conducted to (1) prepare a Master Plan for the specific implementation of the University of Wyoming's mission statement, and (2) review the organization of the University, with an emphasis on restructuring its administrative, academic, and support units in accordance with the result of (1). Although the University has had a mission statement for many years (see Faculty Appendix, Section G), it has not been a viable or visible force in setting the course of this institution. During the years of abundance we were quite able to manage our affairs using a candy store philosophy (buy whatever looks good at the moment). However, under the constraints of a depressed economy we are forced to consider our unique identity and responsibility as a University located in the State of Wyoming. Although long overdue, it is not too late to address the questions of "Who are we?" and "What should we be doing?"

By its very nature and composition, the faculty is the University. As such, the faculty must have a central role in answering these questions. The Faculty Senate Executive Committee and Academic Planning Committee must be intimately and extensively involved through all phases of this critical project. Additionally, the University must not work within the vacuum of its own interests, but must, by necessity, take into account the realistic interests of the State of Wyoming and its own responsibility in setting the educational standard as the state's only four-year institution of higher learning.

2. The Faculty Senate should be strongly encouraged to streamline its organizational structure. Currently there are eighteen standing committees, many of which seldom meet. It is proposed that the Faculty Senate consider eliminating its less active committees and make more frequent use of *ad hoc*

committees to deal with one-time issues as they arise. Faculty are more inclined to work on committees when their charges are concise and represent short-term commitments.

3. In the spirit of shared governance, it is recommended that the Faculty Senate seek a direct relationship with the President of the University through the use of an advisory committee. The creation of a new committee would not be required; the Executive Committee or the Academic Planning Committee could be used for this purpose.

4. In recognition of the significant tradition of shared governance by faculty, and the fact that the ASUW president is a non-voting member of the University Board of Trustees, it is recommended that the Chairman of the Faculty Senate be added to the Board of Trustees as a non-voting member. This would help to communicate faculty concerns at the level of the Board and to communicate Board concerns more directly back to the faculty, through the Senate. This action requires state legislation, and such bills have been introduced several times. We therefore encourage the reintroduction of legislation that would expand the Board to include the Chairman of the Faculty Senate, *ex officio*. The Faculty Senate should be asked to pass a resolution favoring such a change, as should the current Board of Trustees.

5. In order for the University to accommodate the diverse talents and dynamic character of its faculty, it is recommended that all tenured faculty review their job descriptions with their department heads annually. Unireg 803 calls for faculty members to be evaluated on the basis of the duties they are expected to perform. Research and publication need not be part of the job description for every faculty member after tenure. For others, the degree of research effort might vary from time to time. We encourage faculty members and their department heads to consider the job description as subject to yearly review, both to provide the opportunity for adjusting it in the best interests of the University and the individual, and to ensure that evaluations are based on that job description and not on some generalized notion of faculty performance.

6. The University should make a strong commitment to the support of department heads. The Faculty Committee came to the conclusion that the department head exerts the single greatest influence on faculty performance, both negatively and positively. In view of this tremendous importance we

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recommend that much greater attention be paid to the selection and development of department heads. Specific training in personnel management, budgeting, and performance evaluation of programs and personnel should be provided. In order to bring as much uniformity as possible to the positions, it is further suggested that the Dean meet annually with each department head in his or her college to determine the expectations and mission of the department. Additionally, some reward system should be created to acknowledge outstanding performance in this frequently thankless and unrewarded position.

RECRUITMENT

Recruitment of faculty is an ongoing problem, not only at the University of Wyoming, but across the country. Considering the many retirements and resignations of faculty, and considering that these numbers increase annually (see Faculty Appendix, Section H), it can be estimated that about 15% of the faculty needs to be replaced every year. The recruitment picture is further complicated by the fact that neither the supply of potential faculty recruits nor the demand for them is uniform across disciplines within the University. The shortage of qualified faculty in some areas such as business, electrical engineering, and computer science has created tremendous competition for recruits, whereas other disciplines such as languages or humanities may have hundreds of highly qualified applicants for a single open position.

Hiring a new faculty member is a long-term commitment. Increasing specialization of faculty members and shifting student interests (e.g., from geology and petroleum engineering to computer science, electrical engineering, and accounting), mean that it will be impossible for the University always to match its available faculty with the interests of students. One goal is to establish a procedure for determining what distributions of faculty members make some sense over the long term, principally in terms of what a University of Wyoming education should mean, especially in light of the newly constructed Master Plan. A second goal is to develop means for dealing with relatively short-term "bulges" in enrollment in particular majors, presumably using as many non-tenure-track people as possible. A third goal is to develop a long-term strategy for dealing with changing needs and market fluctuations so that we can hire the best people

when they are available rather than waiting until there is a shortage.

RECOMMENDATIONS TO IMPROVE RECRUITMENT

1. It is recommended that a committee be established to review the current distribution of faculty across colleges and the largest departments, and to recommend a "permanent base" number of faculty for each area. This committee should keep in mind that "fad" enrollments should be covered by other means. Of course, this "permanent base" would be subject to constant review and revision, but in some areas it may signify a long-term reduction in force, for others an increase. Then, looking at anticipated retirements and the current market situation in those areas, the committee should recommend hiring priorities. A possible strategy could be to set aside some specified number of faculty positions to be constantly floating between departments and colleges. The success of this endeavor is directly dependent upon the results of the Institutional Review recommended earlier.

2. A pre-emptive hiring policy should be proposed to permit the University to take advantage of any opportunities to improve the quality of the institution. This policy would follow from the above recommendation. If it were known that a need would be arising in an area within a few years, and the market in that area was going to change to reduce the number of available qualified people, then a pre-emptive hire could be made to take advantage of the current market availability. Another aspect of this policy would be the possibility of postponing replacement of "permanent base" positions and using temporary positions when the current market situation is such that no qualified people can be hired at a reasonable salary.

CONCLUSION

The current faculty of the University represents an enormous resource in the form of hundreds of very talented and highly educated individuals. However, the morale and commitment of many of them are not as high as should be expected at a healthy institution. To correct this, the University must first demonstrate its commitment to the primary missions of the faculty (research, service, and especially teaching). To the extent that the demonstrated priorities and concerns of the University as an institution differ from the priorities and concerns

of the individual faculty member, the faculty member will be less motivated and committed to help the institution. Second, the University must demonstrate its appreciation for the faculty and for the efforts made by faculty members in behalf of their shared goals. Third, the University must renew its

commitment to providing faculty members with a significant role in the governance of the University, which is perhaps the best way to ensure that the goals of the institution coincide with the goals of the faculty.

CENTENNIAL COMMITTEE ON THE

QUALITY OF

UNIVERSITY LIFE



UNIVERSITY OF WYOMING CENTENNIAL COMMITTEES

CENTENNIAL COMMITTEE ON THE QUALITY OF UNIVERSITY LIFE

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REPORT OF THE CENTENNIAL COMMITTEE ON THE QUALITY OF UNIVERSITY LIFE

Our concern is with the many "other" things that comprise a university and a university community. While the other Centennial Committees are surveying obviously central issues, such as the faculty, the students, the curriculum, the QUL Committee has focused on some issues which might initially seem marginal, but which are, in point of fact, no less crucial to the quality and character of the University.

We developed a set of goals and principles, and this informs all of our recommendations; although these will reappear frequently in the ensuing discussion, we think they are sufficiently important to be emphasized at the outset. As we see it, the University's goals are:

1. To achieve a high quality of intellectual, cultural, and artistic resources and programs. These are the necessary features of a vital university community, and they are all the more necessary in a state that lacks sufficient population centers to provide an abundance of such activities.
2. To achieve a blending of the social and intellectual aspects of campus life.
3. To promote healthy faculty/staff-student interaction.
4. To publicize in an effective, attractive fashion our strengths, our accomplishments, and the opportunities for intellectual and cultural enrichment the University offers.
5. To promote real campus planning, with the above principles in mind, rather than *ad hoc* design of buildings, additions, extensions, facilities, as has so often been the case in the past.

Our deliberations focused on what ought to be done, and what can be done, in the following five areas: (1) campus ecology and campus planning; (2) intellectual interaction (that is, opportunities outside of and supplementary to the standard course offerings, which are addressed by the Centennial Committee on the Curriculum); (3) cultural and artistic resources of the University; (4) intellectual resources and developing technologies, including

the libraries and computer technology; and (5) public relations.

In accordance with our charge, we have made specific recommendations and we have tried to remain visionary. But we should stress that in being visionary, we also were concerned with being realistic, and thus felt it advisable to provide information about other universities, to demonstrate that what we propose is possible, not fantastic.

CAMPUS ECOLOGY AND CAMPUS PLANNING

One of the real problems we have faced for years is our campus planning, or rather, lack of same. When buildings are built and facilities expanded, something seems to go consistently wrong. We do not consult with the parties affected by what we are about to build. We tend to consider buildings as static objects, without considering how they influence faculty and student behavior. We do not consider the long-range effects of what we build. We do not attempt to integrate buildings, except that we make them all from the same stone, so, if they don't work very well, at least they match.

Lacking an overall plan or planning strategy, we have evolved into a campus that, by default rather than design, has separated the athletic, housing, food service, administrative, classroom, and faculty facilities. Each of these entities has been assembled in its own individual territory, for its own exclusive purposes. Each seems to operate as if in exile from the others. Little effort has been exerted to bring into existence any sort of integration and social interaction. What we have is an *ad hoc* campus, and in many cases, problems in academic programs and in the quality of life are actually induced by our physical environment.

We expand the library, but instead of building in attractive reading areas, which might encourage students to spend some time there and do some reading, we make our new library a warehouse for books, an unpleasant place in which to work; it has no faculty studies (except a few, depressing, under-

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ground chambers), nor is there a convenient, attractive social area nearby, a coffee shop, say, which is what one will find in the libraries at schools like Cambridge, Yale, and the University of Chicago. And then we wonder why students spend so much time in bars.

We expand the Student Union, taking advantage of its location half-way between residence areas and classes, but then we put the food services in the claustrophobic basement, while the open, illuminated areas are for offices and walk-through lobby: administrators on the deck, students in steerage below. We build a Classroom Building, but design no areas where students can sit, meet, eat a snack, chat, discuss things between classes (and we make the smaller classrooms underground dungeons, which says how much we value small classes). Actually, what we have is a classroom warehouse to match our library warehouse.

We build a Fine Arts Center in part to acknowledge the interrelationship of Theatre/Dance, Music, and Art, but then we put the three departments in separate wings of the building, divided by an empty lobby and by the concert hall and theatre. The building meant to integrate three disciplines separates the departments and prevents interaction; furthermore, we locate the whole complex away from the main campus, in effect relegating the arts to left field. The only social area in the Fine Arts Center is a small, makeshift area in the basement, near the student lockers. And one might add that the Fine Arts Center is 180 degrees off (apparently because of an oversight at the time of construction): its grand entrance faces a parking lot and the Fieldhouse, while its backside faces the rest of the campus. This is not good planning.

We build parking lots on the periphery of the campus, but then the campus outgrows the parking lots, which means that valuable central space is now occupied by cars (to the south of Coe Library, to the east of the Union, on the north side of Wyo Hall, on the north side of the Agriculture Building, etc.). The parking lots seem to be driving campus planning, so that instead of clustering our buildings, we are evolving into a needle-shaped campus, squeezed between parking lots, with an added boomerang wing for Animal Science. We even plan to locate the new Art Museum and American Heritage Center at the fringe of the campus (near Animal Science) so as not to interfere with the central parking lots; this is backwards.

In fact, if we are to have a campus that would encourage social and intellectual interaction, a "walking campus," we would have to change this, locating the main facilities in the center and pushing the parking lots to the fringes (where, incidentally, we already have parking lots), so that once faculty, students, or visitors are on campus, they can find everything they need by walking; this is true of campuses like Oxford, Cambridge, Yale, Rice, and even a large campus like Cornell. This presumes that the campus will provide necessary facilities — offices, classrooms, library, computers, labs, study areas, social areas, adequate eating facilities — within a reasonable radius. As it is, many students now actually commute to campus, driving cars from the parking lots in the east to the parking lots, or the streets, in the west.

We build residence halls (our student warehouses) to house our students, and then after taking adolescents from a rural culture, squeezing them into a high-rise where they live in close quarters with many strangers, we wonder why students seem to feel lonely, isolated, and why inordinate numbers drop out.

We also ignore aesthetic criteria, which gives us "functional" and sometimes minimal buildings that are unpleasant to work in and to look at. A campus dominated by unimaginative rectangular solids does not do much to instill pride, nor does it serve to create the kind of collegial atmosphere that would make the campus inviting. At one end of the scale are the ugly, oppressive campuses one often finds in large state university systems, such as the University of Massachusetts at Amherst, or some of the branches of the SUNY system, where the buildings are harsh, monolithic, and cold. They suggest a university that is a factory (with students made to feel like products). At the other end, there are campuses that have style, elegance, charm, and sometimes architectural distinction, and these campuses, whatever their style or mixture of styles, are inviting and even ennobling (e.g., Amherst, Duke University, the University of Virginia, Rice, Yale). The University of Wyoming is somewhere in the middle, not unattractive or overpoweringly monolithic, but not as inviting, stylish, or inspiring as it could be.

Before making our specific recommendations for the campus, the Committee would like to stress the need for a better procedure for campus planning, one that will perhaps result in building that is

thoughtfully considered, rather than hastily built, and that will evaluate buildings as part of a campus totality rather than as isolated entities.

RECOMMENDATIONS ON THE PROCEDURE AND GOALS FOR CAMPUS PLANNING

1. Develop a Master Strategy for all campus planning, a strategy that would require us:

- a. to evaluate future building with an eye toward its actual effects on human behavior and interaction.
- b. to consider individual projects not as independent entities, but as part of a totality, in the hope of achieving a better integration of the entire campus; this represents a wish to reverse the current trend of dealing with each building project separately and in isolation from the rest of the campus.
- c. to integrate the planning of physical facilities with academic planning.
- d. to blend the social and intellectual aspects of campus life.
- e. to promote a healthy interaction of members of the university community, including faculty/staff, students, and townspeople. The Centennial Committees have been perpetually dealing with problems involving the estrangement of students from faculty, from advisors, from administrators; and we have all been concerned with the separation of town from gown. What we must recognize is that the campus itself — which isolates the University from the central business area of the town, which puts faculty and administrative offices at one end of campus and student residences at the other, which has separate dining facilities for faculty and students — contributes significantly to the perceived divisions within the entire community.
- f. to strive for buildings that are aesthetically attractive and inviting rather than minimally functional. As is often the case with any architectural planning, aesthetic features are improperly regarded as inessential or decorative, and thus are the first things to be discarded when plans are revised. We regard this as a short-sighted view (as would most accomplished architects). For example, the latest extension to Coe Library originally was to include a spacious, skylit atrium for reading, which was later eliminated from the final plans: an open, attrac-

tive area seemed to be expendable, whereas storage space seemed more crucial. That decision, sadly, leaves us with a library which, though it may store books, does little to invite readers to read them; the building itself works against the intellectual aspirations of the University.

2. Establish a Campus Planning Committee, comprised of the University architect, various people directly involved with construction, as well as faculty and staff experienced with architecture, and, one would hope, equipped with good taste. The Campus Planning Committee should always consult the academic units (including students) affected directly by any given building project, but should also look beyond the local and immediate effect of a building, to its function as an integral part of the University. The Campus Planning Committee should meet regularly and should be responsible for carrying out the Master Strategy, the policies and goals outlined above. All new buildings, facility changes, renovations, even minor landscape and road changes, should as a matter of course go through the Campus Planning Committee for approval.

At the moment, there exists a Campus Planning Committee, but it does not fulfill the function its title implies; it meets infrequently, and its job has been to establish the priorities of different capital projects. There is also a Facility Planning Department, consisting of architect, engineers, contract administrators, construction inspectors, and the like, but this department is set up to look after the details of construction. One group determines which building gets built first, the other executes designs, but nobody is planning, nobody is taking a long-range or a campus-wide view. Each of these groups reacts in response to immediate needs or requests, and the results are obvious from our designed-by-default campus. Our recommendation entails constituting a real Campus Planning Committee, which will work in conjunction with the Facility Planning Department, so that the FPD and the University architect will have continual guidance and will be able to address the long-range needs and goals of the University.

3. Display in the Board Room where the Trustees meet a map of the University that includes currently planned new facilities, as well as extensions and modifications. Such a map would serve as a

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handy reference, but equally important, it would also serve as a kind of a working guide, a sketch pad for planning and future developments. Though the map reflects current planning, it is not to be regarded as a completed utopia, but rather should remain a flexible guide that can accommodate new ideas and changing priorities.

In discussing this issue, the QUL Committee often used the term "Master Plan," which is one way of regarding the map, but "Master Plans" that specifically spell out ten- or twenty-year projects rapidly become outmoded, as our experience with the peripheral parking lots, which are no longer peripheral, indicates. Yale has a Master Plan, developed in 1929, which has never been followed, thanks to the stock market crash and a whole set of changed priorities that could not be foreseen when Yale was primarily a football college. The gymnasium, for instance, was one of the main focal points of the 1929 Master Plan; now, the library stands where the gym was supposed to go — which tells us something about Yale's changed character since the 1920s. Both Cambridge and Oxford have gone through dozens of Master Plans, whose efficacy is perhaps best illustrated by the title of a recent book, *Unbuilt Oxford* by Howard Colvin (New Haven and London: Yale University Press, 1983), which traces five centuries of unexecuted plans. It is our conviction that we must remain flexible, keeping our long-range goals and principles in mind, maintaining a commitment to thoughtful planning, but always with the understanding that, as our specific needs change, the actual physical plans will change as well.

SPECIFIC RECOMMENDATIONS FOR THE CAMPUS

In addition to the procedural recommendations above, the QUL Committee feels that there are some things that deserve immediate attention; we offer a number of specific recommendations for physical changes of the campus that could remarkably improve the quality of campus life. (In some cases, the reader will observe an overlap between our recommendations and those of the Centennial Committee on Students.)

1. We should put a high priority on creating social spaces, lounge areas, canteens, coffee shops, throughout the campus, to promote the kind of intellectual and social interaction we feel to be a necessary part of university life, the kind of interaction we find sadly lacking.

Vital university campuses are studded with places where students assemble, discuss classwork, stop for a cup of coffee, read a book between classes. Learning occurs throughout the campus, not just in the classroom. North Texas State has lounge areas in nearly all of its classroom buildings, and it even has spacious lounge areas in its administration building, areas that are pleasant, enhanced by artwork, and most important, regularly occupied by students, even on weekends. Goldwyn Smith Hall at Cornell, a building that houses the English and Language departments and the classrooms for most of the courses in those departments, features a popular coffee area lined with plaster casts of Greek and Roman statuary, intended to impart a classical flavor to the room. If a student goes to see a professor, it is common to adjourn for a cup of coffee in this convenient area. Most of our departmental buildings have nothing of this sort, forcing faculty or students to go to the official dining areas, Ross Hall, or the Union.

On many campuses, coffee shops, handy social areas, and the like, are provided not only within university buildings, but also by Collegetowns, which is the case at such schools as Oxford, Cambridge, Yale, Cornell, Amherst, and Chapel Hill. This melange of bookstores, art and record stores, specialized shops, cafes, restaurants, clothing stores, is part of what makes college communities appealing. They tend to reflect the intellectual and cultural interests of the academic community, and make campuses especially inviting to visitors (tourists visit Oxford and Cambridge as much for the stores as the campus buildings). But the University of Wyoming has no Collegetown. The area surrounding the campus is either owned by the University and allocated to future expansion, or is zoned for residential use only, which gives us the odd situation of having the University occupy the area between 9th and 22nd Streets, while downtown Laramie occupies 1st through 4th Streets. This makes it all the more important that the University provide the social areas, canteens, and, as we will argue in a moment, a much richer Student Union, since these facilities will not evolve of their own accord adjacent to the campus.

In particular, we should install a lunch and snack area, run by Food Services, in the lobby of the Fine Arts Building, overlooking the glassed-

in courtyard. A centralized eating area would help promote an interaction between the three departments housed in this building, and between students and faculty. One must remember that some of the individual classes in Fine Arts, like Music Appreciation, have as many as 300 students: the building as it currently functions does nothing to invite those students to linger, to mingle with one another and with the faculty. We can, and should, change this. There would be an added advantage in having a dining area functioning before and after plays and concerts, because we could add a friendly social dimension to the whole experience of attending a performing arts event.

For a constructive example, consider Harvard's Art Department building, a distinguished piece of architecture designed by Le Corbusier; on the ground floor, there is a small cafe serving coffee, espresso, tea, danishes, croissants, and sandwiches. At any time of day, one can find faculty and students talking, reading books or newspapers (which can be bought nearby), engaging in the kinds of activity we would like to encourage as a normal part of campus life here. One wonders how many people stop by for a cup of coffee and, while they are there, drift into a gallery to look at the artwork.

We should also add a snack and lounge area in the Classroom Building, preferably in an attractive, open area aboveground. Right now, if students gather to talk between classes in the Classroom Building, they do so while sitting on a linoleum floor in the basement, where the vending machines are located. Again, the examples of North Texas State and Cornell's Goldwyn Smith Hall come to mind.

2. **We should modify the residence halls internally so as to encourage the formation of smaller communities within the high-rise buildings: we should increase the lounge spaces, provide snack areas, friendly, small dining rooms, seminar rooms, and classrooms.**

The residence halls constitute a major problem; they are an example of a large (and tall) mistake with which we are stuck. When they were built, they seemed to be an efficient way of handling large numbers of students, and gradually the smaller dorms were phased out and converted into departmental office buildings. Now, we learn the cost of that efficiency in student aliena-

tion, in lack of community, in the exclusion of students from the center of the campus. Now, the students live in noisy, impersonal, oppressive high-rises, and they dine in "efficient" army-type messhalls, or in the fast-food cave in the Union; in dormitories, they had the advantage of living, eating, and interacting, in smaller, and thus more congenial, social groups.

Ideally, we should shift back to the older dorm system, but the QUL Committee realizes that this is an impossibility. The financing of the residence halls is conditional on their being used as residence halls, and the QUL Committee can see no other function they might serve. To convert them to departmental use as office buildings would only transfer the disadvantages of high-rise buildings from students to faculty and staff.

But if we cannot relocate the student residences, we can counter the unfortunate social effects of the high-rises in other ways. Although the students must sleep in the residence halls, they need not spend all their lives there, if we can make the rest of the campus serve the students' social and intellectual needs. And we can improve the quality of life within the residence halls by internal changes. In short, the limitations imposed upon us by the residence halls make more urgent our recommendations 1 and 2 above. They also make more urgent the next recommendation.

3. **We need to redesign the Student Union, making it a hub of social, intellectual, and cultural activity** (see both the Report of the Centennial Committee on Students and the Union Expansion Proposal in Students Appendix, Section O). In the words of Richard Moll, national consultant to the Centennial Committee on Students, "there is a vacuum between going to class and going to the bars downtown." By increasing the social spaces on campus, thereby integrating social life with intellectual pursuits, and by making the Union a dazzling center of academic activity, we might fill that vacuum advantageously.

The location of our Student Union, on the main traffic route between the classrooms and the residence halls, is ideal, but it is not accomplishing what it could accomplish. Most of the aboveground areas are offices; some of the spacious, aboveground rooms, like the Student Senate Chamber and the Ballroom, are infrequently

used. The Union cafeteria, as mentioned before, is an uncomfortable, depressing, noisy cave. And the Union itself is usually closed at just the time when a social center needs to be active, late in the evenings and on the weekends (when the bars are busiest).

By contrast, consider the Student Union at North Texas State, which contains three different food services: a self-service cafeteria, a restaurant with waiters, and a gourmet snack bar (the latter is almost always open). North Texas State's Union includes an art gallery, a large concert hall, and a large central, skylit area where jazz combos, drama groups, or instrumentalists can perform in front of an audience sitting at the tables in the surrounding galleries. There's even a brook running through the building. It is possible to go to a concert in the Union, and to have dinner there beforehand, or a snack afterwards. That is not possible at the University of Wyoming because of the manner in which we have separated the concert and theatrical venues from the dining areas.

Throughout the dining area in the North Texas State Student Union, there are signs that are marvelously instructive: "No Studying Between 11 and 1." Such a text implies that when the tables are not actually being used for eating lunch, they are being used. Even on weekends, students go to their Union to study, or chat, and they can buy books as well (the campus bookstore is open on Sundays — the UW Campus Bookstore is closed on weekends).

We could also significantly enrich our Union if we converted a large portion of it to commercial franchises. Obviously, we would have to take care that the franchises were attractive and befitting a university (i.e., tasteful gift shops and snack bars, record stores, Xeroxing facilities, but not X-rated videotape rental services). To quote Richard Moll, "a good example of this can be found at the University of Pennsylvania. With an undergraduate student body about your size, they went out and collected bids to overhaul the oldest Union in America. Now their downstairs level looks like a main street in a little town. And it is just jammed with students. It is a magnet!" We might add that this becomes all the more attractive a possibility given the impossibility of a Collegetown developing in the neighborhood of the campus; if businesses cannot spring up

around the campus, one obvious solution is to invite them into the campus itself. This would not only improve the quality of student life, but also serve as an economic benefit to the community, giving merchants the opportunity of locating their businesses in the main artery of the campus.

4. **We need to improve the Campus Bookstore drastically.** This would be part of a renovation of the Union, but it deserves a separate mention, because a university's bookstore reflects the intellectual vitality and quality of the university; moreover, a good bookstore can influence and stimulate the intellectual and cultural interests of its customers. We should always remember that whatever students may lack in knowledge, they have the virtue of being young and curious; they will pick up books, look at them, read them, and it is important that we place worthy material at their disposal.

The UW Bookstore has very few books: it sells stationery, miscellaneous supplies, art supplies, magazines, sweatshirts, and souvenirs, but its selection of books is about on the level of airline terminal newsstands — what one finds is cheap paperbacks, pulp fiction, gift books for the coffee table, and game books. Carl E. Schorske, professor emeritus at Princeton and national consultant to the QUL Committee, upon being taken on a tour of the campus, described our bookstore as "pathetic," and he is by no means alone in that estimate. Our Campus Bookstore is an embarrassment, an inadvertent public expression of mediocrity; it makes us appear, to others and ourselves, as a backwater school with trivial intellectual and cultural interests. This is a long-standing problem. The Bookstore had very few books on its shelves fifteen years ago; since then, it has undergone two major expansions, effectively doubling its area, and yet it seems to have no more books on its shelves than it had before.

Obviously, a good campus bookstore should have a rich variety of books, quality selections in all fields. We urge that the UW Bookstore immediately change from its present miscellaneous function as a general store, into an intellectually lively, *bona fide*, university-level bookstore, one whose primary inventory is books. It can still sell general supplies; the space problem can be solved by getting rid of the wasteful card racks and rotating dispensers, by building taller

shelving units, and by dedicating less space to clerical offices.

Prestigious universities feature major bookstores, either run by the university itself, as is the case for the Yale Co-op, the Harvard Coop, and the Kenyon College Bookstore, or commercially run, which is true for Berkeley, Cambridge, and Oxford (Oxford boasts Blackwells, the world's largest bookstore). The University of Pittsburgh has a campus bookstore where one can find students and visitors sitting in easy chairs, reading books (coffee is free). The Yale Center for British Art houses a commercially run bookstore that is also a handsome coffee shop, with a counter and tables amidst the shelves, so that people can snack and browse simultaneously. Facilities like these encourage learning; their contribution is less direct than that of the library or academic courses, but they help to enrich the ambience, to publicize each university, and to encourage intellectual curiosity.

5. Later in the report, we will make a recommendation about the need not merely for an improved library, but for a whole new facility. Here, it may be appropriate to comment that just as the Campus Bookstore should, by its very structure and contents, encourage people to browse among books, so should the library. The library should include not merely adequate space for the storage and protection of books and documents, but also attractive reading and browsing areas, as well as an adjacent coffee shop, open whenever the library is open. We recommend that these be primary considerations in any library renovation.

The UW library staff has strived, in vain, to prevent students from bringing food and drink into the library, where they endanger the books. The problem has not been solved, in part because we have only been able to approach it defensively. The student behavior tells us something about what the library needs — areas in which the students can talk, eat, have a cup of coffee or a soft drink. Our library does not integrate the social with the intellectual, and the students have merely been attempting to compensate by importing the social into the library (where they not only eat food, despite our pleas, but also talk, to the distraction of those trying to study).

If there were a nearby canteen, we could provide library users the opportunity they want and

need — the opportunity to socialize, to grab a snack — and we would control the problem of food in the library. First, there would be no need to bring food in if there's an attractive eating area nearby; second, if there is but one monitored access route between cafeteria and library, as there is at Yale and Cambridge, keeping food out of the library would not be difficult to achieve. Allowing the library users some convenient place in which to chat would also help make the study and reading areas quiet.

Since the Union is next to Coe Library, it would be possible to plan a new library facility that shares the Union's new dining areas, the two buildings linked together by a corridor. The important point is not that the library building should necessarily contain a coffee shop, but rather that such a facility be readily accessible to all library users whenever the library is being used.

6. Little needs to be said about the athletic facilities, since they have been recently upgraded, with a complex of buildings running from the Fieldhouse to the Arena-Auditorium. But there remain problems having to do with the use of these facilities, and we urge that the current policy be changed. **The new synthetic track in the Fieldhouse, when it is not being used by the varsity teams, should be available for faculty, staff, student, and general use.** This is in keeping with the principle that University facilities belong to and serve the whole University; they are not to be considered the exclusive property of individual units.

Despite the fact that we have replaced the old dirt floor of the Fieldhouse with an expensive, synthetic track, we have relegated joggers to a concrete track in Half-Acre gym, a track designed for easy maintenance, not for running; it is brutal on the knees, as any experienced jogger can attest. The synthetic surface in the Fieldhouse is reserved for football and track practice, and for occasional special events (like high school baton-twirling clinics), but it is locked up on the weekends, in the evenings, even when the building itself is open. Faculty and staff, who actually pay an annual fee just for access to the UW athletic facilities, have requested access to the Fieldhouse track. Those in charge have repeatedly denied that request, maintaining that faculty and staff would wear out the Astro-turf (presumably, football players do not wear out the surface).

Such an attitude only serves to emphasize to all who are not varsity athletes that we are a "jock factory," to use Richard Moll's term, a school where athletes come first. We do not feel that this is the intention of those responsible for the Fieldhouse, but rather that it is another instance of considering a building in isolation from the rest of the campus—in this case, considering the new athletic facilities as the exclusive property of varsity teams and the P.E. Department. We must start regarding the buildings as serving the entire campus community.

We would also gain by permitting faculty and staff to maintain their physical fitness. Some businesses provide fitness centers for their employees, because healthy employees are more efficient, have better morale, and take fewer sick leaves. For instance, the Coors plant in Golden, Colorado, has a complete physical fitness center in the plant itself. To cite an example from academe, one might note that at Yale, even temporary guests of the University are eligible to use the gigantic Payne Whitney Gymnasium without paying a fee. Historically, this goes back to the ancient Greek tradition of a healthy mind in a healthy body; here, the primary goal seems to be a healthy piece of Astro-turf in a locked room.

Nobody wishes to prevent varsity athletes from using the facilities, but when those facilities are not being used for varsity sports, as is the case in the evenings, on the weekends, and at other times in the day and in the off-season, they should be made available to faculty, staff, students, and the general community.

INTELLECTUAL INTERACTION

If we are to integrate the intellectual with the social, we can benefit from exploring possibilities that include: inviting prominent people as visiting scholars; establishing an Advanced Institute (along the lines of those at Cornell or Princeton) which could create a vital intellectual center; coordinating and properly publicizing the potential wealth of campus events in such a fashion as to maximize student and faculty participation. When the social highlight is going from a seminar offered by a world-renowned public figure, to a reception, followed perhaps by a concert or art exhibition (in some cases related to the topic of the seminar), then we will no longer be a university in which students go from

their oppressive high-rise dwellings and an afternoon of mind-numbing MTV to an evening of bar-hopping.

We tried to address the means or tools for encouraging intellectual interaction (the "how") as well as the kind of campus events that might be involved (the "what"). We also considered curricular modifications, but since there is a separate Centennial Committee studying the curriculum, our focus was on the sorts of additional things one might achieve outside the standard structure of academic courses.

1. We recommend that the University, in an effort to coordinate various events, establish an office that maintains and publicizes a master calendar, continuously updated, of concerts, plays, movies, art exhibitions, visiting speakers, special institutes.

We feel that some kind of central office ought to be established to record, coordinate, and publicize all campus activities of a cultural or educational nature. Such an office would serve not only as a central registry and publicity headquarters for the various lectures, concerts, plays, art exhibits, and colloquia that take place at UW each year, but it could help coordinate dates and allocate space to minimize overlapping and conflicts. In addition, it would organize and oversee the publication of a University-wide calendar (monthly, perhaps with weekly updates or reminders) of these various events and would assist in long-range planning and publicity, irrespective of the nature of the sponsoring group (departments, clubs, student organizations, university committees, etc.). To make these operations effective, registration of all campus events with this office ought to be required and a modest budget allocated for secretarial assistance, printing, and distribution costs.

In February of 1986, James C. Hurst (Associate Vice President for Student Affairs) established a University Student Programming Board, designed to coordinate the student-sponsored activities. Similarly, beginning in 1987-88 the new office of Cultural Programs will coordinate its concert attractions with the in-house programs of Theatre/Dance, Art, and Music, and with the Center for Contemporary Arts and the Elizabethan Fair. In the words of Tom Mattheus (Dean of Students), who has long argued for

campus-wide coordination of events, the next step would be to "funnel the student programming and other campus events [Interdisciplinary Speakers Series, Center for Contemporary Arts, etc.] up through Cultural Programs." The actual physical office and staff to keep the calendar, handle the publicity, and answer phone inquiries, might be housed in the Arena-Auditorium offices, under the authority of the director of Cultural Programs, who reports to the Vice President for Academic Affairs.

2. The University should expand the role of the newly established Interdisciplinary Speakers Committee, which, instead of merely scheduling a series of "quickie" events, can arrange a more extensive program, taking better advantage of a guest specialist for interaction with students and faculty. One of the roles envisioned for this committee would be developing and coordinating the institute we advocate in our next recommendation.

The Interdisciplinary Speakers Committee, established by the Vice President for Research, is now in its second year; its responsibility has been to initiate and run a modest series of visiting lecturers, which we feel to be a step in the right direction. However, we can do more. For one thing, we can do more with the guests we invite; the one-shot event, involving the departure of the speaker from the campus immediately after his or her presentation (as occurred at least once this year) ought to be entirely discouraged. We would favor a stay here of at least 36 hours, and the scheduling of appearances before various small groups (in classes or informal public receptions, for example) in order to encourage greater interaction and exchange of ideas with interested faculty, students, and townspeople. Of course, the stipend offered to such a speaker ought to reflect this broader commitment.

In coordinating this program, the Committee should clarify its programmatic aims, audience levels, and subject areas of the various interdisciplinary projects being planned for the campus. Even when it is primarily departmental funds that are used to bring in outside scholars, these experts ought to be encouraged to address subjects broad enough to interest colleagues in adjacent areas of specialization, rather than highly restrictive topics more appropriate for presentation in technical or scholarly journals.

In addition to arranging for these speakers who will appear on a short-term, but not too short-term, basis (from a minimum of 36 hours to a week), we need to explore the possibility of bringing in experts for a more extensive period, which leads to our next recommendation.

3. We recommend that the University endow one or more chairs and establish an Institute for Interdisciplinary and/or Advanced Studies, whereby distinguished visitors can be brought in for a residence period (a full term, most likely). The object here is to select a stimulating issue or problem, invite appropriate guests, and then develop an entire program, involving UW students and faculty, using the distinguished scholar(s) as a stimulating resource in classes, seminars, panel discussions, and as a presence on campus.

The purpose of endowing a chair or chairs, obviously, would be to allow us to bring in people of national or international reputation in some area of broad interdisciplinary and intellectually stimulating work. If we cannot hire Nobel prize winners annually, we can nonetheless place people of that calibre in direct contact with our students and faculty. A generous stipend and the availability of some kind of very comfortable on-campus accommodations (a special apartment?) would doubtless help in recruitment, and if we can gradually establish this as a prestigious appointment, such as the Chubb Fellowship at Yale, we can further attract renowned people who would consider this both an opportunity and an honor (Yale, by the way, has penthouse suites in Morse and Stiles colleges for visiting Fellows).

If a commitment from such a scholar could be obtained at least a semester in advance, his major presentation or presentations could be integrated into the offerings of several departments, and personal visits to individual classes could be scheduled, as was done recently, with considerable success, during the visit of this year's Phi Beta Kappa Scholar. To have such a personality interacting at various levels on our campus would be an enormous stimulus to all of us, faculty as well as students, and probably several departments could be persuaded to pool their resources to underwrite such a project, as was the case for Dr. Mary Leakey's recent — and highly successful — lecture. In 1986, Dean Walter F. Eggers (A&S) instituted a modest, one-

semester, series of Faculty Seminars, run on a shoestring; this marks the beginning of an effort to promote faculty interaction across the disciplines. What we have in mind is something much more extensive, involving distinguished visitors as well as our own faculty, engaging students in the dialogue, and expanding considerably on this healthy A&S initiative.

The kind of Institute we envision would not only serve as a way of enriching the intellectual life of the campus, but would also earn us some distinction and a favorable reputation in the world of academe. For example, our Summer Conference on Freshman and Sophomore English, which has been in existence for about fifteen years, has been a feather in our cap; nearly all the leading scholars at the forefront in the fields of writing, teaching writing, and rhetoric, know about us, because they have been guests at the conference — each Conference Program lists the previous Keynote Speakers, and by now, this list has become a *Who's Who* in the fields of composition and rhetoric.

Of course, in any such undertaking it is imperative to **involve the students** — through whatever channels are available. When they support an activity, as they recently did for International Week, it is almost certain to be a success. Eventually, it would doubtless be possible to reach community colleges and high schools with such projects, either directly or through videotapes. Moreover, a central resource library of tapes of the best or most interesting of such events here on campus could be formed, so that they could be repeated as desired. We also have some exceptionally gifted undergraduates here on campus, as was evident from the presentations recently made this spring during the A&S Convocation, and if we were to feature these students in some of our programs — perhaps even awarding prizes for the most original scientific experiment, or the most outstanding book collection, or the finest musical recital — this would give them deserved recognition, while serving as a stimulus and encouragement to their peers (and perhaps even to some of the faculty).

4. The University should provide a physical space for the Institute, a place where the invited guests can live, where we can hold meetings, seminars, and classes, and where we can host social receptions involving the many participants. The

Cooper Mansion, which would have to be renovated and expanded substantially, could serve this function admirably. It is important that this Institute not be a concept without a home, shifting from a lounge here to a classroom there; the Institute must be a physical presence, stated by a campus building, one that is centrally located, appealing, and stylish.

Assigned and specifically designated "space" is obviously a very important element in encouraging the kind of activity with which we are concerned. Therefore, we would like to recommend the establishment of some kind of physical center for this Institute, to serve as a locus for intellectual interaction. The Cooper Mansion, for example, could eventually be used for the purposes that we have in mind, although it would have to be completely renovated to provide the necessary seminars, lecture rooms, social areas, and living quarters for our guests. The renovation of the Foundation House gives us confidence that an architectural expansion can result in an attractive and functional building (George Krell of Physical Plant informs us that stylistically it would be easier to expand the Cooper Mansion, but that it might be cheaper to tear it down completely, and then rebuild an expanded version).

If activities at this Institute were well planned, they would encourage the kind of intellectual (and to a lesser extent, social) exchange among faculty — and interaction of faculty with students — that would be rewarding to everyone involved. Moreover, in such a center it would be possible to reserve regular "slots" for the scheduling of different kinds of activities in various disciplines that would presumably attract participants on a recurrent basis. Such an institute, once up and running, might well serve us as a Faculty Center (proposed by the Centennial Committee on the Faculty). Over a decade ago, the Faculty Senate explored the possibility of a faculty club, but nothing came of it, in part because what seemed to be emerging was a place where people could go to drink on Friday afternoons. It was purely for socializing (or worse, just plain drinking), and that function is more than adequately filled by local bars. A Faculty Center must have some intellectual activity at its core, and since the Institute we envision would be dedicated to high-level academic pursuits and involve prestigious guests, it

would provide a proper core, an intellectual substance, around which healthy faculty interaction could develop.

We also discussed the type of events that ought to be scheduled as part of the Institute. Some of those that most obviously deserve support are lectures, symposia, film programs, art shows, plays, and musical events of all kinds. However, we also ought to encourage less traditional efforts and projects. Among these might be brown-bag lunches or evening round-table discussions, presenting informed commentary on matters of immediate public interest or concern. Some of these might be related to local issues, such as the non-smoking ordinance or efforts to remove a certain textbook from the High School, while others might address broader problems — such as mandatory drug testing, the compulsory registration of AIDS patients, or the development of the Star Wars project. A regular time slot for such activities and good advance publicity would certainly help insure their success. We also ought to compile a roster of various individuals, both on campus and off, who have appropriate expertise and who would be interested in participating in such programs.

In addition, in the initial stage of these efforts it would probably be wise to try and pool our resources, and to concentrate our efforts on only one — or at most, two — major projects each semester. If we could obtain the support of such units as the Art Museum and Art Department; the Departments of Theatre/Dance, and Music; the library; the campus and local radio and TV stations and news publications; then we would soon have the kind of high visibility on campus now enjoyed by an event like the Elizabethan Fair. And like the Fair, the Institute would have to have stable funding — the resources pooled from other areas could help us extend the efficacy of the whole enterprise, but we see no way departmental budgets can be stretched or combined to provide a sufficient stipend for a resident Fellow of the Institute.

5. We also feel that the University should support strongly the relatively few course offerings, usually team-taught, that cut across departmental and disciplinary lines; encourage the development of more interdisciplinary courses, by providing incentives (see also the report from the Centennial

Committee on the Curriculum). At present, the Arts and Sciences Professorships (formerly known as the Kuehn awards) already help achieve this, but only on a small scale, for two faculty members each year; this program should be continued and amplified.

We discussed the possibility of a Committee for (or Department of) Interdisciplinary Studies or Interdisciplinary Majors, but upon reflection we felt that such an entity would not be entirely successful because it would run counter to the departmental structure that is basic to the organization of all American universities. It was suggested that perhaps such a project might be carried out as part of a common Freshman Year, or University College, in which — by the very nature of the General Education program — courses tend to be somewhat less departmentalized. In the meantime, we ought to support strongly the relatively few current offerings that cut across departmental and disciplinary boundaries, and to encourage the development of more of them.

Among these latter might be a course in the intellectual history of the West, or one about the development of scientific thought; such offerings would be interdisciplinary in content and approach, and they would probably fit into the General Education Program very well. Just such a History of Science course was being actively discussed here a few years ago (see the History of Science Project Report by Deborah Hardy, September 1984, in the Office of the Dean of Arts and Sciences), but it has not materialized, and we may have lost the momentum; we have also lost the one professor of history, Richard Harper, then considered crucial to the project. In any case, several people in our science departments whom we contacted showed considerable enthusiasm for this suggestion, and it is certainly worth pursuing again. A&S has begun to seek a position in philosophy of science, in an attempt to restart this project; so far, however, this is merely a potential philosophy position and does not necessarily entail the historical element emphasized in the Hardy report. Since we are speaking of a program that involves the interests of the sciences and history, as well as philosophy, we should not consider this the sole responsibility of one department.

CULTURAL AND ARTISTIC RESOURCES

Almost every university in this country provides cultural and artistic resources to its immediate community both through its faculty and curriculum, and through supplementary annual programs of visiting concert, theatre, and dance attractions, artists-in-residence, and art exhibitions. As one might expect, the quality and extent of a university's cultural attractions often reflect the quality, the sophistication, and the vitality of the university itself. In our case, our history of irregular, sporadically funded, and often third-rate cultural events reflects, if anything, our uncertainty about ourselves as a university and our unfortunate habit of allowing ourselves to settle for mediocrity.

Consider, for instance, the cultural traditions maintained by some of our neighboring universities. The University of Colorado in Boulder (included in "The Best of the Rest" in Richard Moll's *The Public Ivys* (New York: Viking Penguin, 1985)) has an annual budget of \$65,000 plus \$12,500 in private donations for a music and dance series, and the University provides \$54,000 in salaries for a staff of arts administrators (2.6 positions). Brigham Young University has an annual budget of \$75,000 for music, theatre, and dance, provides an additional subsidy of \$30,000 to cover advertising expenses, and spends \$100,000 in salaries for supporting staff. We should stress that these figures do not include subsidies for the visual arts, which are run separately, at an additional cost (we do not at present have the figures). Nor do these budgets include the expenses of artist-in-residence programs, or visiting art exhibitions, which are usually handled directly by individual departments.

The University of Wyoming, by contrast, has an annual budget of \$40,000 for a concert series (just raised from last year's \$33,000); it has relied upon a committee appointed annually by the Faculty Senate to run a concert series, which is highly unusual. Most universities, including all those mentioned above, have an office of Cultural Programs, as well as a full-time, professional arts administrator and staff. The University of Wyoming donates part of two staff positions to bookkeeping and set-up, which comes to about \$9000 in salaries. On the one hand, this represents a considerable improvement over the \$20,000 annual budget in 1978; on the other hand, a glance at the comparative figures — \$131,500 for the University of Colorado, \$205,000 for Brigham Young, \$49,000 for us — suggests that we are woe-

fully behind other universities in the region in our support of the performing arts (see QUL Appendix, Section A).

We would argue that a cultural program is important to any university, because part of a university's educational mission is to introduce students to the best in music, theatre, dance, and the fine arts; this cannot be done without inviting prominent performers and artists with distinguished reputations to visit the campus. The quality of such a program is also a direct, public expression of the quality of the University; if we care enough to bring in the best, it says something positive about our values.

We would further argue that a rich series of cultural programs is more important to the University of Wyoming than to most other universities in the United States. We live in relative isolation, in a state with no major cities, and thus, no major cultural attractions; we have no distinguished local symphony orchestra, no prominent dance or theatrical companies, and the history of Wyoming boasts a total of one major artist (Jackson Pollock — Frederic Remington does not count: he comes from New York and studied at Yale). As Carlyle Weiss (Music Department) has remarked, students often enter the music program thinking that classical music means John Philip Sousa, and who can blame them; how often can they hear live classical music? How often can they hear it well performed? Schools like Columbia University, Boston University, and Northwestern scarcely need cultural series (although they all sponsor such programs) — students can just go downtown in each case. But here, we are obliged to compensate for our lack of major cultural resources in the region.

Instead of being defensive about living in the boondocks, the University should seize the opportunity of our unique position and make this the cultural center of the state. That sounds bold, but that is precisely what we should do, and what we can do. Think of the impact this can have on Laramie. One is reminded of the recent decision by a company seeking a site for a particle accelerator; the company needed an area 50 miles in circumference, and naturally, Wyoming was in the running. According to newspaper reports, Wyoming was rejected because the state, though rich in empty spaces, lacked "the necessary cultural resources." Consider how the University can address this problem. Laramie does not have a sufficient population to support a high-

quality cultural program financially, but if the University can subsidize such a program, it will not only enrich the education of our students, who would otherwise have no access to distinguished performances and prominent artists, but also enhance the quality of life in the community. If a town the size of Laramie can preserve the advantages of a small town, but offer some of the intellectual, cultural, and artistic benefits of a big city, then Laramie will become a much more appealing venue. One wonders whether the legislature, which is currently attempting to attract another accelerator, is making this argument?

Our Appendix includes a section that documents the University's poor record in sponsoring the arts (see QUL Appendix, Section B); to quote from it, our record "demonstrates a long-standing defensive attitude towards ourselves, and ... serves as a wondrous admonitory testament to the folly of thinking small. For years there has been a tacit understanding that a small town like this and a university like ours do not deserve the arts." Nothing could be further from the truth, as we have discovered on those occasions when we have not been so defensive. For instance, although our concert series has long been underfunded and inadequate, we have had fine concert seasons in the 1980-85 period, thanks to an effective Cultural Affairs Committee, with good chairmen, a good business manager, good auxiliary support, and thanks especially to administrators (Joan Wadlow and Alan Spitz) who valued the performing arts and who amplified the budget by co-sponsoring events. During that period, we had first-rate concert programs, and equally important, we were building responsive, appreciative audiences who were proud, and often surprised, that this University could present such attractions. One of our season ticket holders reports that friends of his in Cambridge (England) were envious when they discovered the University of Wyoming featuring performers who were not on the Cambridge concert schedule (including The King's Singers, who originated at King's College, Cambridge).

But these good concert seasons were the exception, not the rule. Since the series had been run by people nominated annually by the Faculty Senate, there was no guaranteed continuity from one year to the next. When the particular combination of people building the series and running it from 1980 through 1985 dissolved, the entire series rapidly dwindled. Alarmed by the swift decline, Acting Vice President for Academic Affairs Joan Wadlow appointed a

committee chaired by Donald F. Parker (Dean of the College of Commerce and Industry) and charged with putting a quality cultural program back together again. The Parker Committee has presented a plan to the administration, which has approved it and begun to implement it (the final Parker Committee report will be filed this fall, but it was necessary to sketch in the recommendations and act on them earlier in order to have any cultural events in the 1987-88 season, since booking occurs a year in advance). In particular, the University has removed the Cultural Affairs Committee from the Faculty Senate (with the Senate's approval), has committed itself to raising the money necessary to sponsor a full, rich cultural program, and has appointed from within the University a director of Cultural Programs, all in accordance with the Parker Committee's specific recommendations.

Our starting point, then, is to reaffirm the conclusions of the Parker Committee, but we need to expand upon its recommendations as well. First, we need to include the visual arts in the package. Second, we should consider not merely what we can accomplish during the fall and spring terms, but also what we can do during the summer. Summer is the one season when we are perhaps the most physically attractive campus in the United States, and that's a perfect time to mount the kind of summer programs that have made Aspen famous, programs such as the prestigious Summer Institute at Indiana, or the Aston Magna Academy held this year at Rutgers (which features musicians, scholars, conductors, performers, art historians, instrument builders, and students), or the University of Illinois summer program, or the Boston University summer program (with the Boston Symphony in residence). Rather foolishly, we take the one time of year when Wyoming is at its best, and use it as a vacation rather than an opportunity (see also the Report of the Centennial Committee on Students, which recommends adopting a three-semester calendar for similar reasons).

1. We recommend that the University continue its support of the highly successful Elizabethan Fair and the newly instituted Center for Contemporary Arts (CCA), which has already begun to build an enthusiastic and substantial audience. The former should be funded at the level of \$17,000 annually, the latter at \$40,000.

Although it is a line-item, the total Fair budget has varied, depending on rollover monies as well as budget cuts; for 1987-88, the budget is \$12,000 (vs. \$15,000 for the previous year),

which is the figure established several years ago. Adjusting for the increased costs of personnel and material, the annual budget should now be \$17,000. The budget for the first year of CCA was \$40,000, which was pieced together from various sources. We recommend that the CCA budget be stabilized so that each year monies need not be raised from different agencies. It's rather difficult to plan when you don't know what you'll have to spend. Since both the Fair and CCA are being managed effectively by capable, interested, informed people, we see no reason to recommend a change in the administrative structure; there is no need to fix something that's already working well.

2. We also recommend that the University provide the following financial support annually for cultural events: for a fall-spring concert series, including music, theatre, and dance, an annual budget of \$75,000; for a program of visiting artists in the visual arts, an additional \$16,000; for a program of visiting choreographers, directors, actors, designers, \$20,000; for master classes with visiting musicians, which would entail an additional fee on top of the performance fee, an annual budget of \$4000; for a program of major art exhibitions to be held in the Art Museum, \$20,000.

3. The University should appoint a capable director of Cultural Programs to guide and coordinate the enterprises envisioned above. Since there are people of demonstrated ability in this area already on the faculty of the University (including the faculty members who built and ran the series in its most successful years, 1980-85), such an appointment can be made internally.

The budget outlined above comes to a total of \$135,000 (the baseball team entails an annual budget of approximately \$100,000) for a rich series of concerts, visiting artists, etc. Nothing would better mark a Centennial commitment to the future. Rather than allocate the money to different areas, we recommend that the total be treated flexibly, and that all of these events be coordinated by a capable administrator, working in conjunction with a select committee.

The reason for the flexibility is to take advantage of what the market has to offer. It is to be expected that the elements within the balance would shift from time to time. For instance, in one year, there may be no opportunities we find promising in the way of theatrical attractions,

but the next year we may wish to spend \$50,000 (rather than \$20,000) for a major theatrical event. For instance, for this fee, we could bring Vanessa Redgrave to campus to star in a production directed by Paul Gregory, both of them remaining in residency for five weeks. Think of what a valuable experience that would be for our students. If we have a director coordinating the program, his goal would be to put together a balanced season, paying due attention to each medium, but remaining free to take advantage of special opportunities.

And if we are to have a genuine cultural program, a capable, experienced director is a necessity, preferably a faculty member who can work comfortably with colleagues in the allied Departments of Music, Theatre/Dance, and Art. Such a continuing program cannot be successfully run by occasional volunteers, or by year-long appointees who cannot develop continuity, who haven't adequate time to do the job, or who may lack the expertise. A quality cultural program must build and grow, and this requires dedicated, purposeful direction and coordination. This is also one of the conclusions reached by the Parker Committee, which has recommended the appointment of a specific Cultural Programs director, who has been appointed and has begun by booking a concert season for 1987-88. We enthusiastically endorse this appointment, and we are pleased that, even in the midst of budget cuts and in advance of the Centennial Committee reports, the administration has made a commitment to rebuild cultural affairs. However, we have only barely started. The new director of Cultural Programs has put together a 1987-88 concert season, but the necessary budget (described under recommendation 2 above) is not yet in place.

4. The University should provide adequate staff support for Cultural Programs, preferably by hiring a qualified business manager, who would serve as back-up and assistant to the director of Cultural Programs; in addition, Cultural Programs requires an adequate clerical and technical staff.

Ideally, the support staff should include a business manager who assists in the bookkeeping, in the mechanics of ticket sales, contracts, vouchers, budget projections, promotion, and set-up. One of the keys to our best Cultural Affairs series of old was the devoted and efficient serv-

ice of business manager Robert Stewart (no longer with the University), who worked in conjunction with the chairman of the Cultural Affairs Committee, Stewart attending to the financial, technical, and promotional side (including details like getting the piano tuned, assembling the press kits, arranging for equipment rental, assembling the stagehands and technical crew), the chairman concentrating on the selection of artists and the overall coordination of events. We realize that there is currently a freeze on new positions, but should that freeze thaw, it would be extremely advantageous for the smooth running of Cultural Programs to hire a qualified business manager of the calibre of Robert Stewart, a person with proven ability in arts management (rather than a person skilled only in bookkeeping or accounting) who could act as assistant and back-up to the director of Cultural Programs.

The other necessary staff includes technical and clerical support. The technical crew (stagehands, equipment movers, lighting board and sound system operators) can be provided, as it is for many University events, by Physical Plant. The clerical support (for mailing, ticket-selling, program typing, poster and press-kit dissemination, and so forth) can be provided by the Arena-Auditorium staff, which is currently charged with these services as part of its responsibilities. Although many universities have a clerical staff (and sometimes a technical crew) dedicated exclusively to running Cultural Programs, we think this is not optimally efficient. Typically, the workload is sporadic; when you are actually running a concert, everybody works, sometimes around the clock. Between concerts, however, there are long lulls. Clerical chores we feel can be handled most efficiently (and least expensively) by staff employed for other University services; they wouldn't be needed 9-5 daily, but they'd have to be available when necessary.

5. **The University should take the occasion of the Centennial to launch a continuing major Summer Program (total cost: \$70,000), featuring prominent guest artists-in-residence, offering a rich schedule of concerts, classes, symposia, and plays.**

Our Western Arts Festival, which has always been popular, has relied primarily on a handful of younger, relatively unknown, and thus inex-

pensive, artists, some of them very good; however, we have never had sufficient funding to bring in distinguished guests, and we have not been able to use as much of the summer as we might. We could, with \$60,000 in funding, have a major artist (like Igor Kipnis, one of this generation's leading harpsichordists) in residence during the summer session, and a major string quartet (like the Tokyo), and a noted chamber orchestra; for an additional \$10,000, we could invite a major theatrical artist (like Laurence Luckenbill). These are not names pulled out of a hat; they are all people who have expressed interest in residencies, which we have simply been unable to pursue. With a few prominent guest artists-in-residence, we could in a short time build a Summer Music Institute comparable to those offered at Northwestern and at Indiana University. Given our climate, our Summer Institute could be especially inviting, but we need to make it especially distinguished.

6. **The University should renovate the Arts and Sciences Auditorium, making it a fully functional concert facility, with expanded backstage area (including dressing rooms and space for moveable sets), improved seating, lighting, and acoustics (estimated cost: \$1-2,000,000). This we consider a long-range, rather than short-range, goal.**

A 1987 estimate of the costs for renovating the A&S Auditorium comes to \$989,250 (see QUL Appendix, Section C). This estimate entails replacing the rigging, revising the electrical system, the lighting control panel, and the sound system; replacing the flooring, seats, and curtains; and painting the interior. Some of these repairs will have to be made soon, because the building is becoming unsafe: the stage floor has become an obstacle course for dancers, the counterweights are being held aloft by forty-year-old, frayed hemp ropes, and the stage curtains are not fire retardant (as the Fire Marshal has been warning us since 1982). These are needed repairs, but to make the A&S Auditorium a fully functional facility, we would have to go beyond patchwork and into major construction; we would have to expand the stage and backstage area, building in dressing rooms and space for sets, and we would have to make adjustments to improve the acoustics. Such an undertaking would at least double the recent estimate, putting it in the range of \$2,000,000.

Although we have a new Fine Arts theatre, it seats only 400 people, and this is inadequate for large events. The Acting Company, which has visited us several times, regularly draws between 600 and 800 people. We simply need one facility for large audiences (A&S seats 2000), a facility that is adequately equipped for theatrical productions, one in which ballet dancers, upon making a graceful exit, do not slam into a brick wall. A few years ago, we built the Arena-Auditorium (capacity: 15,000), fooling ourselves into believing that it was a multipurpose facility. Those who remember the inaugural Denver Symphony concert, with the symphony echoing across the cavernous space, while the concession stands sold hot dogs and popcorn, will immediately recognize the comic inappropriateness of this building for concerts. The Arena-Auditorium has poor acoustics, an amplification system that is nothing more than a public address system; it lacks flyspace and a backstage area. It is not a multipurpose facility. It is a basketball court.

In the years when the Arena-Auditorium manager staged blockbuster concerts to demonstrate the multipurpose nature of the facility, he usually used the A&S Auditorium. There has been some recent discussion about adding a shell to improve the acoustics of the Arena, but this is at best a stop-gap measure (and ultimately a waste of money). Because of its size, and its intended function as a sports arena, were it to acquire a shell, the Arena-Auditorium would only change from an abysmal concert facility into an inadequate concert facility. And a shell does not address the problem of stage productions that require offstage space.

Thus, a major renovation of the A&S Auditorium would be desirable, but since it is subject only to occasional use, and since it is workable, though limiting, we do not regard its complete renovation as an immediate priority, but rather as a long-range goal. First, we should build the program and extend it through the summer; then we should consider the need to improve the physical facilities.

7. In addition, the University should seriously consider sponsoring "special projects," such as a sculpture competition and a playwrighting competition, each with an award of a \$10,000 commission.

A sculpture or art competition would enable us both to acquire art and to acquire a reputation as a university with good taste. Similarly, we could run a playwrighting competition by commissioning new works, which we would then produce with the author in residence. In the words of Clarence Bahs, current Head of the Theatre/Dance Department, a \$10,000 commission for new plays "could put this place on the map ... Because of the costs of production, many named (as well as aspiring) playwrights are having great difficulty in getting their works produced on Broadway, off Broadway, or in regional theatres. They are desperately seeking opportunities to put their work into production. Given our production facilities, our faculty, and our location — we are in a very good position." One might add that recently one of the Colorado colleges commissioned and presented the premiere of an Edward Albee play.

INTELLECTUAL RESOURCES AND DEVELOPING TECHNOLOGIES

THE LIBRARY

After the faculty and students, the most important intellectual resource of any university is its library. This may be an obvious point, but we should reaffirm it nonetheless. It is fair to say that great universities — like Harvard, Yale, Cornell, Princeton, University of Chicago, Oxford, and Cambridge — invariably have great libraries. Although the general public tends to regard these massive libraries as centers for advanced scholarship and graduate study, we would stress that major libraries are equally crucial to undergraduate life; in the words of Ernest Boyer, "the quality of undergraduate education is linked to the excellence of library resources."¹ We might add that other learning centers as well as businesses throughout the state stand to benefit from access to the resources of a major library (for

¹ Quoted by Susan Brandehoff in "A Meeting of Minds," from *American Libraries*, vol. 18, no. 6 (June 1987), p. 443. At the head of Brandehoff's article appears another Boyer quotation, underlined: "Libraries are shockingly neglected as the centerpiece of undergraduate education."

instance, a geological exploration firm would benefit from access to a complete set of pertinent scientific journals, and from interlibrary loan).

Beginning under the Acting Library directorship of Walter F. Eggers, and continuing under the directorship of Keith M. Cottam, the University and the legislature have placed a high priority on library development, making a commitment to provide the money necessary to build a major collection befitting a quality university. This is an important commitment, but it marks only a starting point. Much remains to be done. For one thing, although we have a commitment for acquisitions, we have not yet matched it with a commitment to provide necessary support services, including staff, technology, and the very library building itself, all of which must be expanded and refined to meet the needs of a steadily increasing collection and the needs of users. For another thing, the acquisition budget may be adequate for the moment, but it is constantly endangered, both by inflation (which runs much higher for printed material than the official inflation rate), and by the threat of budget cuts. This situation can lead to serious consequences. If budget restrictions force us, say, to reduce our periodical subscriptions, we would not only diminish the capacities of the library, but also create gaps that are much more difficult, and more expensive, to fill later on down the road. Thousands of dollars saved in the short term will cost us hundreds of thousands in the long term.

In our deliberations, we produced dozens of pages of information regarding specific library needs, covering such topics as the nature of the collections, the shortcomings of the building, the problems involved with cataloguing, with preservation and storage, with data-base access, with acquisition procedures. These deliberations were instructive for us because they allowed us to examine our situation candidly and to explore possible plans of attack for the future. But we have decided in our final report to omit the detailed information and instead stress what we feel to be the most pressing needs. There is little point in describing the details of the future operation of a major library unless we first agree to establish a major library.

Thus, our recommendations are that the University:

1. Aim to achieve a multimillion-volume library befitting a major university (with 4,000,000 volumes as a present goal); the library should also sustain and develop periodical holdings, and develop the core of special collections already in hand (such as the Rare Books collection), the selection of holdings to be determined by library staff working in conjunction with expert faculty members.
2. Provide the library with adequate resources to maintain the collection. This would include not only sufficient trained staff (for cataloguing, for building special collections, for searching data bases, for assisting library users), but also technological support (on-line catalogues, computer terminals, off-campus data lines for access to supplementary data bases).

If we are to be a major university, we must have a major library, and the 4,000,000 volume figure seems reasonable in the context of other university libraries (see QUL Appendix, Section D). Recommendation 2 is equally important: the current library staff is not sufficient to keep up with our present cataloguing demands, and thus would be overwhelmed by an increase in acquisitions. Beyond cataloguing and customer service, we also need the skilled bibliographic personnel to work in conjunction with faculty to seek out the materials that would constitute a rich collection. In short, a major library requires a major staff and supporting services.

Obviously, we are not recommending just buying books and accepting donated copies of *Reader's Digest* for the sake of a grand number of volumes; indeed, if we automatically buy most books published by university presses, as well as selected books published by commercial publishers—and this is an important policy that must be continued—it will take some time before we reach 4,000,000 volumes. There are just so many books published each year. All the same, there are many books already published that we need and don't have.² We must not only

² While we pride ourselves upon our ability to obtain most of the important new books published by American university presses and major commercial presses, we should recognize that we are building our collection at one-quarter to one-fifth the rate of such institutions as UCLA, Berkeley, Toronto, Illinois, and Texas. There is more to assembling a major collection than just buying new books. The UW library now has 839,186 volumes; if we continue acquiring books at our present rate, by the time we have moved from 839,186 to a total of 1,000,000 volumes, Berkeley will have added another 1,000,000 volumes to its 6,845,732 volume library.

continue acquiring new books, but also fill in gaps.

In some areas, particularly where departments are small or inactive in research, the library's holdings are spotty. For instance, the art and architecture holdings are extremely thin, in part because the Art Department is not actively engaged in scholarly research (it has but one full-time art historian), and because many books on art and architecture are published abroad and are thus not automatically acquired by the library.³ In areas that fall between departments, our library holdings are also weak. For example, Professor L. Pearce Williams (Cornell), an outside consultant to the History of Science Project, described the History of Science holdings as "spotty," "poor," and called some deficiencies "a serious failure"; Williams concluded that, with respect to a possible History of Science program, "the library is the weakest part of the resources available at the University of Wyoming" (see the History of Science Project Report by Deborah Hardy, September 1984).

We should also be ready to include new media in the collection, but we should not be deluded into thinking that new technologies will magically replace existing resources. It is instructive to consider that we have had the technology to replace books for many years, first with microfilm, then microfiche, and now with digital storage and rapid electronic transmission of data. However, technology has not replaced printed matter; books remain, and will continue to remain, the central resource of any major library (there are very few people who curl up in the evening to a good microfiche). Those universities that are on the cutting edge of computer technology are not reducing their acquisitions of standard, printed materials, nor should we.

3. We also recommend that the University build a new library building, to be occupied by the mid-1990s, a building that is efficient, attractive, inviting, and centrally located (see also our "Specific Recommendations for the Campus," above).

As things now stand, Coe Library has difficulty finding space for its volumes, and even more difficulty providing access to them. That being the case, the problems we are now encountering with the warehouse-style library we have inherited will only worsen as our holdings grow, and our holdings must grow. There has been some talk about eventual internal modifications of Coe, but that will not suffice. We need a new building, a big one.

We recognize that this is a large recommendation, but it is also a realistic one, if we pause to consider the scale of this enterprise. Our current holdings number 800,000+ volumes, with 12,000+ periodicals. If we are to expand the holdings to 4,000,000 volumes, a decent target for a major university, we will need a building with at least five times the capacity of Coe. Actually, since Coe Library is cramped, with inadequate space for reading areas and social areas, we would anticipate that a fivefold expansion would only give us a warehouse five times as big—the new library would have to be bigger and more spacious than that, more than five times the size of the current building.

4. We also recommend that the University provide the new library building with adequate space to store and protect the extensive holdings we envision; make the library not merely a storage unit, but an attractive, inviting place that will encourage reading and browsing; build in pleasant, open, well-lit reading rooms or atriums, lounges for conversation, and provide a nearby canteen, all of which would promote the social and intellectual interaction we consider one of our goals.

DEVELOPING TECHNOLOGIES

The most significant, and most exciting, developing technology is computer technology, and by this we mean more than the large, mainframe machines that first come to mind when one thinks of computers. We're referring to the revolution in personal computers (PCs or "micros"), which now opens up a whole range of opportunities: simulation

³ The general procedure is for the library automatically to receive books selected by a professional service (currently Blackwells North American). This can provide us with virtually all pertinent new American books, but the service does not provide European publications, and lately, budget constraints have forced us to abandon selector services for British books as well, which threatens to create gaps, particularly in English and history. Since selection is done by a service outside the University, there has been some concern that, lacking sufficiently trained library bibliographers (subject selectors), we may be missing important new items not picked up by the selecting service.

programs in the natural and social sciences, design and graphics programs for arts and engineering, word-processing programs, interactive learning programs, data-base-management programs. The list is extensive, and it keeps growing. In addition to making such software available, the PC technology enables users to network with other computers, to communicate both on and off campus by electronic mail, to gain access to on-line library services and to off-campus data bases.

The QUL Committee has discovered, to our considerable surprise, that our students still tend to think of computers as primarily a tool for the sciences, perhaps because we have been tardy in introducing them to computers. The current revolution in PC technology makes the computer a useful tool for practically everybody. For instance, artists can use 3-D graphic programs to design sculpture, architects to visualize what buildings will look like once they are built, geologists to construct complex maps. Students of music can use programs to facilitate composition, arrangement, and orchestration — instead of laboriously transcribing a score, one can play it on a synthesizer with MIDI-outlets (MIDI = Musical Instrument Digital Interface), and a computer program will automatically transcribe the sounds into standard musical notation. Simulation programs exist for students of the physical and biological sciences, but also for students of history, political science, and economics (there's one rather well-known program on 18th-century France, which attempts to demonstrate the complex interactions between economic, social, and historical forces).

There are programs for foreign-language vocabulary drills, and interactive programs that prompt a student to learn the fundamentals of English grammar and syntax. Colorado State has a Writing Lab filled with PCs, where students revise and correct drafts prompted by a program; students of Freshman English are regularly assigned to work in the lab (the computers and programs were all provided to Colorado State by a company wishing to test its programs). By contrast, our Writing Center, which serves the whole University, has a total of two Apple Macintoshes and no interactive programs.

It is also possible for a student of art history to consult, via the proper lines, the Witt collection of painting reproductions at the Courtauld Institute in

London, for an 18th-century scholar to do a global search of the *Short Title Catalogue of Books Printed in England from 1700 to 1800* (the original data base, at the British Museum, is now available at Louisiana State University through RLIN, a service available at Colorado State, but not available at our library). And word-processing programs have proven their value to virtually anybody who writes. We need not belabor the obvious scientific uses of computers; we would only add that the kind of operations once only possible with a mainframe are now possible with a PC, especially one that can link to a mainframe, or network with other machines.

It is fair to say that we are behind many other universities in our introduction of computer technology to students and faculty. For instance, Clarkson (which is primarily a scientific and technical college) provides each new student with a PC and software, charging an annual rental fee. Upon graduation, the student can keep the equipment, or sell it back to the college (for less than the full rental fee). Last year, despite the oil glut and the general budgetary problems in Texas (which are similar to Wyoming's current problems), Texas A & M distributed free IBM PCs to its humanities faculty members. To give another example, Stanford, at the beginning of the PC revolution, provided its faculty with PCs at a modest cost, determined according to salary and stretched out into annual payments over a few years. Professors participating in the program were paying about \$1000 total for an IBM PC (at a time when the list price was \$6000), and some were lured into the program by thinking of the annual payments as a rental fee. If they didn't like the computers, they could return them. However, almost everybody who participated finished the payments and kept his "rental" computer.

In addition to providing PCs for established faculty, there is a trend toward including a PC in entrance-level professorial appointments; last year, a candidate for an Assistant Professorship in UW's English Department turned down our offer in favor of an offer from Carleton, a private college with about 1800 undergraduates, which Lisa Birnbach, in her *College Book* (New York: Ballantine, 1984), describes as "a superb institution, one that you will be hearing about more and more" (p. 193).⁴ Carleton offered our candidate a higher salary, and also included, at no cost, an IBM PC; it was not the PC alone

⁴This is the rather infamous book that describes the University of Wyoming as a "jock school" and repeatedly uses the word "mediocre." *College Book* also mentions the paucity of cultural events ("It is hard to get concerts here"), and characterizes

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that induced this excellent candidate to take the job, but the school's willingness to throw that into the package implied a commitment, a readiness to invest in the candidate's future, which served as a contrast to what we were able to offer.

It is also fair to say that some people resist computer technology, partially out of fears of inadequacy, or fears of the supposed damage done to the human spirit by the imposition of a mechanical device (these same people, one might add, usually own cars). We would not want to force computers on anybody; we wish to make them available, not mandatory, in hopes of overcoming this resistance, which is not as implacable as it might appear: it is extremely difficult to think of a single example of a person who, having once learned how to use a computer and a word-processing program, abandons it and returns to the typewriter (or quill pen).

We feel we must make an effort to catch up, but we would stress that the computer is only a tool; it can open up whole realms, facilitate teaching, spark the creative imagination, but it remains a rich auxiliary aid; it can supplement but it cannot replace existing resources. To put the point another way, computer literacy is advantageous, on the campus and in the business world, but, as Allan Bloom insists in *The Closing of the American Mind* (New York: Simon & Schuster, 1987), computer literacy is not as important as literacy literacy. Musicians will not progress far with software composing systems unless they have first studied harmony and counterpoint (although computer programs can assist here as well). Computers, we feel, offer a valuable opportunity; they can help us in fulfilling our educational mission, but the heart of that mission lies in the faculty, the disciplines, the curriculum, the library and its holdings, all of which come first. With respect to computers, our goal should be to make them accessible, and to pursue this more extensively than we have been able to do so far. Thus,

5. We recommend that the University take better advantage of the technological breakthroughs in computers, steadily acquiring more IBM PCs or PC-clones, creating more micropods, including "dedicated" micropods, regularly upgrading the

equipment as technology changes, all in an effort to make this resource readily available to students and faculty alike.

Following upon an important report from the Microcomputer Committee (Memo from Donald F. Parker to Joan Wadlow, Vice President for Academic Affairs, March 17, 1986), which represents the first set of recommendations to UW about PCs, the University last year installed micropods. These PCs have been subject to heavy student use; at certain times, particularly in the evening, all of the PCs in the library are clicking away. Once we make computers available, the need grows. Some departmental machines (Philosophy, English, Languages) are used not only during business hours, but also at 2 in the morning. During the term, it is necessary to make an appointment to use these PCs.

"Dedicated" micropods are in essence mini computer-labs, each dedicated to a specific kind of activity: thus, we might have a Writing Lab equipped with computers, a Microscopy Computer Center, a Music Computer Center, a Design Computer Center, and so on. This is not quite as elaborate as it sounds; in some cases, a given academic unit already has a PC and a core of programs (e.g., there are two synthesizers, two PCs, and some music-composition software in the Music Department). What this recommendation entails is expanding, adding more PCs and programs, so that students of music, writing, microscopy, architectural design, and so forth, can have access to working labs equipped with sufficient PCs and with the specific software to meet their needs.

6. In addition to providing more campus computers, we recommend that the University encourage and make affordable the acquisition of PCs and software by faculty and students. This can be achieved by providing subsidies to purchasers, or by making special arrangements with manufacturers. If subsidies are made available to incoming faculty, they should also be made available to the rest of the faculty for purchasing or upgrading computer equipment.

UW, savagely, as a drinking school. When Birnbaum's intentionally satiric book first came out, UW, as well as many other schools that had also been treated disrespectfully, publicly denied the charges. However, it is humbling to note that these are the same criticisms that have emerged in the Centennial Committee deliberations, the same criticisms levelled at us by Richard Moll.

At present, we have an arrangement with Zenith which allows faculty, staff, and students to purchase equipment at a discount. Unfortunately, those same people could get comparable financial deals merely by using mail-order catalogues. It should be possible to work with a company that is willing to donate machines in hopes of committing a whole generation to the company's proprietary technology. While we were negotiating with Zenith, for instance, Purdue was accepting 50 free PCs from IBM. We need to do better in striking such deals in the future.

Including a PC in start-up costs for a new appointment is a good idea (although young scholars entering the profession are likely to own PCs already), but we must also attend to the needs of the rest of the faculty. To extend benefits to faculty we wish to recruit, and then deny those same benefits to those already here, is both infuriating and demoralizing. There are faculty members who have been on the forefront, who have purchased their own PCs, trained others in computer use (they've even been called upon to repair machines, configure printers, and fix glitches in programs), and it would be grossly unfair to subsidize the next generation without providing for those who have helped make computer use possible on campus. We should not only include PCs in start-up costs, but should also provide subsidies for those who wish to purchase PCs, and for those who wish to upgrade their equipment, which happens to be a continuous necessity.

7. The University should install the proper lines (such as ETHERNET) to facilitate electronic mail, networking, access to the mainframe and to the library's on-line catalogue, as well as access to off-campus data bases.

At present, it is possible to use the library's on-line catalogue if one is equipped with a modem, but this turns out to be slow, since the catalogue is often closed. It should be possible to do this from faculty offices and other convenient locations across campus (from the library, the micro-pods, the Union — we must remember that laptops will soon become commonplace, and

that people will wish to use computers while on the move). As we understand it, ETHERNET is due to be installed in 1988, and this current plan entails placing modules in each office. We applaud this, but we lament that the University saw fit to put this at a lower priority than the installation of cable hook-ups for MTV in the dorms, which will be ready this fall.

8. The University should anticipate that, as the use of computers expands, the needs of Computer Services will also rise, and we will need gradually to expand the capabilities of our central computing facilities. We also need to be certain that Computer Services can coordinate the different computers on campus (with an eye toward achieving compatibility between different units), and can provide instructional services and maintenance.

PUBLIC RELATIONS

It was a common perception arising not only out of this Committee, but also from other Centennial Committees and subcommittees, that the University has not done a good job in publicizing itself. Whatever our accomplishments, whatever our strengths, whatever opportunities we may offer for intellectual and cultural enrichment, we generally remain unknown, or known as a "Party School" featuring the "Most Serious Drinkers."⁵ This must be corrected, and

1. We recommend that the University put a high priority upon developing a centralized, organized, consistent campaign to publicize the University's strengths.

We are not only unknown to the outside world, but also unknown to ourselves. When the legislature considers cancelling a UW medical outreach program because a study shows that 82% of the doctors in Wyoming do not know of its existence, when the Chairman of the Laramie Chamber of Commerce expresses surprise that speakers and concert artists are appearing on campus, and the Chamber learns this only by reading the newspaper a week or so before each event, then something is dreadfully wrong. Time after time members of the QUL Committee discovered things happening at this University of which we were simply unaware, not because

⁵ These descriptions come from the list of bests and worsts at the end of Lisa Birnbach's *College Book* (New York: Ballantine Books, 1984), pp. 510-11. Actually, we tie with the Universities of West Virginia and Miami as "Best Party School," and with University of Alaska for "Most Serious Drinkers."

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so much is happening that we're overwhelmed, but rather because what publicity there is tends to be passive, *pro forma* publicity rather than effective, directed publicity.

We are not only unaware of many University events and programs, but are also in the dark about many basic facts and figures about the University. It is difficult to study why students drop out, flunk, or transfer, or why faculty leave, when you have no reliable data. This the Centennial Committees discovered when, in addressing these and other subjects, we found ourselves forced to consult published sources external to the University (which raises the question of where those sources got their information). Richard High of the *Casper Star Tribune* has remarked that when he wishes to consult an expert in a field, he has no way of knowing who at the University may be the needed expert — at many universities, particularly those with a strong commitment to public service, information about the faculty, as well as other university resources, is assembled, updated, and disseminated annually to interested parties in the state; at the University of Wyoming, such information is filed and forgotten.

We also discovered that whenever anybody offering a program or a service wishes to inform the community, he usually must reinvent the wheel; the University lacks an efficient, purposeful organization that can effectively publicize university functions. When the Music Department assembles a concert series, the Chairman has to find an artist, arrange for the design of flyers and posters, and usually has to find somebody to write the text, the ads, the press releases. The same is true for Cultural Affairs (now Cultural Programs), for the Interdisciplinary Speakers Committee, the Development and Alumni Affairs Office, the Elizabethan Fair, the Center for Contemporary Arts, the Office of International Studies, Sports Information — they all develop their own promotional material, and the efficacy varies, depending on whether whoever is in charge can find an artist, whether he can find good writers, whether he knows enough about design, layout, printing, mailing, advertising. The same is true for each department that publishes a flyer on its graduate or undergraduate programs.

Oftentimes, people who need publicity rely upon staff writers and personnel in Graphic Arts to assist in these chores, but just as often, people in need of publicity go outside the University. Sometimes, the costs of doing this internally are more expensive than doing it externally; and lacking an organized structure and an overall game-plan, our Media Services often cannot accommodate specific requests. Imagine that you have to promote something in September (such as the Elizabethan Fair, or perhaps the University College); what do you do when you discover that there are no full-time typesetters on the staff, that the only available independent local typesetter (who offers a choice of only about five usable typefaces) takes a vacation in August, that there are no illustrators (i.e., nobody who can draw) working for Graphics, and that Duplicating cannot do posters because they cannot print anything larger than 8 1/2" x 14"?

The result is a hodgepodge of uneven, unmatched, uncoordinated promotional material. And much of it is downright unattractive. At the best, it lacks a stylistic coherence that would say "University of Wyoming." Even our stationery varies from office to office. For a contrast, consider the fact that anything coming out of Ohio State, or William and Mary, or Yale, is immediately identifiable as a product of its university. Each of these schools projects its own chosen style, Ohio State with its open, plain, forceful graphics, William and Mary with its decorative, florid 18th-century designs, Yale with its understated, intentionally Old-World graphics and typography. We have not, through our promotional material, conveyed an identifiable image of the University; worse, we often do ourselves a disservice with weak graphics and design.

In putting together the package of official promotional material for the Centennial Committees, we were often embarrassed by the shoddy appearance of items we felt obliged to include. One of the more elaborate promotional booklets, the glossy 1986 *University of Wyoming Views* (which matches nothing else) was described by Richard Moll as looking "like a Spiegel catalogue." Consider also our University Bulletin and our Course Listings; these official publications, which are of special value in attracting

students, are printed on cheap paper, are dull and stodgy, and have remained that way for at least twenty years — a recent “design change” has resulted in a *General Bulletin* that runs in newspaper columns, printed on newsprint, so now we can add the word “cluttered” to “dull and stodgy.”

And one might also consider the recently developed Old Main logo, which has appeared on a number of publications (including the Centennial Committee “Updates”). A logo should be an attractive simplification, a handsome reduction of an image or letter-group to an easily readable, clear design — think of the General Electric logo, which has changed gradually while retaining the same basic form since 1935, or the logo that identifies London’s tube and bus stops. Our new Old Main logo, while an improvement over the bucking bronco, is both overly busy and unrecognizable. It’s a clutter of eight vertical polygons, looking like a pleated accordion with a steeple. Furthermore, it does not look like Old Main, which no longer has a steeple. It is ironic, and perhaps revelatory, that in searching for a symbol that says “UW — 100 years,” we come up with something that was torn down. We need to do better than this. We need better graphics, but more than that, we need better direction, and a genuine publicity campaign; thus,

2. We recommend that the University hire, from outside the University, a director of Media Services, who would supervise the campaign and coordinate the various supporting services. We envision that such a person would have a strong record of experience in promotional activities, would display evidence of good taste and discrimination, and would possess intimate knowledge of University goals and missions.

In our opinion, the Media Services should be beefed up, but this is not merely a matter of adding more writers and photographers. We already have a number of talented, hard-working, dedicated people in these roles, but lacking direction, they are usually responding to specific requests for news releases and timely publicity, rather than initiating publicity or developing an effective strategy. There must be director first, and a direction, a university commitment to

3. Conduct, through the director of Media Services and his support group, a centralized, organized, consistent, ongoing campaign to shape the publicity so that it projects an image of the University that is both distinctive and appropriate to its mission.

4. We also recommend that the University gradually expand the Media Services (including KUWR, as an FM station and potential television station) in response to the needs of the publicity campaign as defined by the University and the director of Media Services. Assessing specific needs can best be done once a director is in place and a campaign underway, but we can at this point see some immediate needs in the area of graphics.

We might note that KUWR is a powerful tool; it is the National Public Radio station serving not only our region, but also such areas as Aspen, Colorado. With a new coordinator in place, KUWR is defining and expanding its role as the FM “Voice of the University of Wyoming,” but it has yet to explore fully what it might accomplish through television, both in terms of promotion and educational broadcasting. Here, we are likely to need not merely staff but equipment as well (our television equipment is sadly inadequate, and much of our FM equipment is antiquated).

Graphics does not have a full-time typesetter, and although there are several people experienced in design and layout, Graphics does not have an illustrator on its staff — these particular deficiencies, as we have attempted to demonstrate, severely limit what Graphics can accomplish.

In order to get a better insight into the nature of publicity campaigns, we have consulted other universities, and it might be instructive at this point to consider the example of Cornell to see how an effective public relations service operates (see QUL Appendix, Sections E and F). The organizational PR structure at Cornell — a Vice President of University Relations, a director of Media Services, and a staff of 93 — also demonstrates what kind of emphasis a major university places on promoting itself.

The key elements in the Cornell operation, as we see them, are these: promotion is not merely a matter of responding to requests and issuing

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news releases, but is rather part of a directed campaign; also, the artists, feature writers, designers, and photographers are responsible to a higher authority whose job it is to make sure that the promotion is consistent with the University's character and its ideals. To give but one example of how this works, consider the description (quoted from QUL Appendix, Section E) of how Cornell went about promoting the centennial of its Agricultural College:

Cornell recently celebrated the Centennial of its Agricultural School. The VP for University Relations called in people from Agriculture, together with the director of Media Services, to set the goals and priorities of the ensuing promotional campaign. They decided what sort of image they wanted to convey, and what sort of things they wanted to do (in this case, the projects included a TV documentary on Cornell's impact on the eastern and southeastern United States).

The director of Media Services then assigned the project to a Design Team, made up from various divisions, and the team was given the authority to organize and execute the whole operation, following the guidelines set by the Vice President and Media director, and working in consultation with the Media director. Such an operation can include: designing and printing posters, pamphlets, newsletters; writing feature articles; building and displaying special exhibitions, running a general advertising campaign (including producing TV and radio ads, and designing newspaper ads), producing a film or a videotape.

This describes special projects. The ordinary publicity is still handled through all of these units, but the staff is constantly being coordinated by the director, who can make sure that the results befit the University. Different departments don't go around getting together their own advertising; the Media Services do it for them, and just within the past two years, Cornell has standardized all its stationery, and has tried to make its promotional material consistent in quality and style. This is something the University of Wyoming has talked about, and had in the vague planning stages, for a number of years — at Cornell, vast as it is, standardizing stationery and promotional material took eighteen months.

As a contrast, consider how UW promoted its own Centennial Committees (e.g., the Centennial Committee "Updates"). Linda Keiter put it together, from scratch, using some design services from Graphics, and getting the Centennial Committee chairmen to write the copy.

At the same time that we consider how to conduct a proper campaign, we should also consider possible pitfalls (how **not** to publicize a university). We are talking about effective publicity, but if this becomes crass marketing of a university, it is unlikely to work. We cannot sell a university the way cosmetics and cars are sold, and this is one of the reasons we urge the University to hire a director of Media Services who is **knowledgeable about universities and their missions**. Complaints about our publicity in the past have usually resulted in sporadic media blitzes, increased news releases and feature articles, but hyperbolic adjectival prose and glitzy graphics, while they may work for perfume, will only persuade the academic community that we are uncertain of ourselves and are desperately trying to compensate.

We need a continuing campaign that does more than exalt our accomplishments without discrimination. Not every faculty article published, not every undergraduate scholarship granted merits an Academy Award. But when a faculty member receives a national award for lifetime achievement, when another wins the PEN Faulkner Award for best novel, when a scientific team gains national prominence for its research on the hole in the ozone layer, when a student receives a Fulbright, then we should be able to make the most of these real distinctions. As things now stand, the scholar honored with the national lifetime achievement award and the student who received the Fulbright got the same press coverage as a high school student who had placed well in a regional 4-H Club beef competition. We must identify our strengths rather than just exalt everything we do; we must build on our strengths and develop an organized media strategy that will not only inform the public, but also allow us to shape ourselves. Also, we must be public about our shortcomings, our problems, our failures, which we have never dared do. To take that step would demonstrate self-confidence and it would make more credible the rest of our publicity, which is now widely regarded as sheer puffery.

CONCLUSION: THE CHARACTER OF THE UNIVERSITY

And that brings us to a crucial issue to be addressed by a director of Media Services. What are we as a university and as a community? We cannot succeed by persuading the world that in the liberal arts we are a Princeton, that our music program is comparable to Juilliard's, that our College of Engineering is an MIT. But we do have identifiable strengths. As the only four-year institution in the state, we have a responsibility to conduct research, and we hire faculty who will remain in the forefront of their fields. But as a university dedicated to educational opportunity, we place a strong emphasis on teaching, especially at the undergraduate level. In many respects, we combine the advantages of a liberal arts college, which prides itself on good teaching and a low student-faculty ratio,⁶ with the advantages of a larger university whose faculty remains active and productive at the national and even international level. Many of our departments boast the kind of faculty one would find in Ph.D. programs, even when those departments do not offer Ph.D.s; our scholars and researchers are in the classroom, and although we have a smattering of graduate programs, our main emphasis is on undergraduate teaching.

As a small town, we lack the resources of a big city, but we also lack big-city problems, and we can provide many resources that cannot be found in towns this size, provide them by our cultural programs, our speakers programs, our library, etc. It is because we have such potential as a university community that we have been able to attract excellent faculty, people who are dedicated to teaching and to research, and we have continued hiring good faculty, sometimes hiring them away from prestigious schools, even during lean years. What we have been able to do at a departmental level to attract faculty, we ought to do on a larger scale, shaping our image as a university and making our strengths and unique character known to the public.

But providing the intellectual and cultural resources, achieving first-rate educational programs, an enriched ambience, a fine, productive, effective faculty, well-educated students—these are the very goals implicit in the recommendations from the Centennial Committees. It is only by going forward on these fronts that we can move toward fulfilling the potential to which Richard Moll and all the Centennial Committees allude, and only by moving in that direction can we provide the substance necessary for a publicity campaign that will keep the University of Wyoming in the public eye.

⁶ Our student-faculty ratio is 11:1, which compares favorably with such schools as Carleton (14:1), Middlebury (12:1), Hamilton (12:1), and Amherst (10:1).

CENTENNIAL COMMITTEE ON
**STATEWIDE
ACTIVITIES**



UNIVERSITY OF WYOMING CENTENNIAL COMMITTEES

CENTENNIAL COMMITTEE ON STATEWIDE ACTIVITIES

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 - Mike Sullivan, Governor of Wyoming, Cheyenne
 - Ronald Surdam, College of Arts and Sciences
 - James Todd, Vice President for Finance
 - John Turner, Wyoming State Senator, Jackson
 - Donald Veal, University of Wyoming President 1981-1987, *ex-officio*



REPORT OF THE CENTENNIAL COMMITTEE ON STATEWIDE ACTIVITIES

When the Board of Trustees of the University of Wyoming created the six Centennial Committees, they intended that the work of the committees aid the University in delivering a plan for a second century of service to the state, to students, and to academic excellence. The committees were urged to "further develop initiatives already in place and ... provide for the advancement of innovative, far-reaching ideas that go beyond traditional thinking" (letter to Centennial Committee members from the Trustees, November 13, 1986). The report of the Statewide Activities Committee is the result of the work the Committee has undertaken since accepting the Trustees' charge. That charge identified four concerns: (1) the establishment of a statewide telecommunications network, (2) improved relationships between the University and community colleges, (3) a student internship program in government and business, and (4) the expansion of off-campus academic programs.

The Statewide Activities Committee determined that since extensive work was being done on developing a statewide telecommunications network elsewhere within the University (the reports of the University of Wyoming - Colorado State University Microwave Link Project for Telecommunications, 1986-87, describe the University's recent work with telecommunications) and by state government, we would not duplicate that work. However, it was also determined by the Committee that the University role in economic development activities was an appropriate focus for our attention.

The University of Wyoming has served the people of Wyoming as the only baccalaureate and graduate degree-granting institution for 100 years. In that role, as the sole provider of such degree programs, the University has enjoyed the support of the citizens of the state. The financial resources provided by the legislature serve to illustrate this support. However, this unique role also carries with it a responsibility to maintain educational excellence for those students who can attend the University while serving the instructional, research, and cultural needs of the entire state.

In its first century the University established successful programs in all four of the areas investigated by the Statewide Activities Committee. The nature of these programs has historically reflected the broader social milieu of the Cowboy State. Faculty members have participated in off-campus instructional efforts for many years. Before the turn of the century, the correspondence study program was founded, and shortly thereafter faculty members began commuting to off-campus locations along the Union Pacific Railroad. The Cooperative Extension Service, created in 1914, has served the agricultural interests of Wyoming with research and educational training programs.

More recently, the University has sought to develop cooperative working relationships with the community colleges through the articulation of degree programs and cooperative agreements (see Statewide Activities Appendix, Section A). The institution has an array of economic development programs in progress. Student internships are currently in place to link academe and the workplace. The University and the state are exploring the development of a telecommunications network.

In what direction is the University heading at the beginning of its second century? This report and the accompanying appendix outline specific visions which the Committee believes will strengthen the institution and better serve the people of Wyoming. The remainder of the report examines specific needs that face the University in each of the four areas of our inquiry, suggests what resources the University can best utilize to meet these needs, and recommends how the University can best structure its responses, balancing these needs and resources.

UNIVERSITY OF WYOMING - COMMUNITY COLLEGE RELATIONS

NEEDS

A subcommittee of the Centennial Committee on Statewide Activities investigated the relations between the University and the state's seven community colleges. Their research demonstrated that a

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cooperative spirit exists which benefits students and higher education across Wyoming. On the one hand, a number of successful programs were identified which reflect a high level of cooperation. These include improved University academic advising, the use of telecommunications technology to reach more students, and, especially, a program of "articulation conferences," which allow for discussions among University faculty, staff, and administrators and their counterparts in the community colleges.

On the other hand, however, there are areas where relations between the University and the community colleges can be strengthened (see the subcommittee's report in Statewide Activities Appendix, Section B). For example, the community college faculty and administrators surveyed by the subcommittee noted a continuing demand for more courses offered by the University in its off-campus programs. Additionally, there is a pressing demand for more information from the University, about its academic programs and procedures as well as research findings. The subcommittee found a perception among community college personnel that the University needed to better organize, coordinate, and disseminate information about University programs and services. Other issues identified as problems in the University's relations with the community colleges focused upon improved academic advising for students, increased interaction and cooperation among faculty members, the need for a common course-numbering system, developing more uniformity in the academic content of degree programs, more sharing of cultural resources, and better cooperation in sharing information and data on students.

A final challenge faced by the University in its relations with community colleges is to coordinate the efforts within the University so that information the colleges receive regarding policies, procedures, and programs is accurate and consistent.

RECOMMENDATIONS

1. It is a primary recommendation of the Statewide Activities Committee that the University clarify its relationship with the community colleges as partners in Wyoming's system of higher education. Rather than proliferate a number of unique cooperative relationships with the various community colleges, it is recommended that cooperative agreements be standardized to maximize

resources while maintaining quality programs. The future relationships among institutions of higher education must reflect the state's economic, geographic, and political realities as well as the educational needs of Wyoming residents.

2. It is also recommended that closer faculty, staff, and administrative relations between the community colleges and the University be developed, specifically:

a. Articulation conferences for faculty and administrators should be continued and, if possible, expanded to include more individuals. When appropriate, articulation conferences for professional staff (e.g., advisors, personnel in registration and records, libraries, financial aid, etc.) should also be expanded.

b. Faculty exchanges between the University and the community colleges should be instituted. Utilization of community college faculty in the University summer session — perhaps supported in part by community college development funds — should be explored, as should direct semester-long faculty exchanges between institutions.

3. It is further recommended that the University and the community colleges undertake to cooperate in administrative areas such as a common course-numbering system. The advantages and disadvantages of a common academic year calendar, common admission forms, common tuition fees, and common residency requirements should also be explored.

4. The Committee recommends that the University and the community colleges jointly encourage transfer students, through the advising process, to complete the necessary degree requirements in a logical sequence so that they will receive the greatest benefit from their educational experience.

5. It is further recommended that the University provide a coherent and visible program to aid community college students who transfer to the University, such as an informational brochure, continuing visits by University personnel — both faculty and administrators — to talk with transfer students about degree programs and course requirements, a continuation of the special spring semester registration for community college students, and designate an individual within the University to coordinate and spearhead these transfer programs.

6. The Committee strongly supports efforts to better publicize the University and its programs through the community colleges. It recommends that the University continue to enhance the *General Bulletin*, and other University publications, as sources of information. Suggestions include printing phone numbers and addresses of appropriate academic and administrative offices in the *Bulletin* and training campus personnel to deal with students seeking information about the University.

7. It is recommended that the University increase its efforts to cooperate with the community colleges in sponsoring cultural and extracurricular activities. For example, when speakers are invited to the Laramie campus, those arranging the engagement could contact community college colleagues about extending the speaker's engagement for a day or two to include visiting one or more community colleges.

8. Finally, it is recommended that a continuing information-gathering process be instituted in cooperation with the community colleges to help track students from community colleges through the University. Such information would give the institutions a data base about the students and, in turn, would enable the University and the community colleges to better serve the needs of the students.

RESOURCES

The Statewide Activities Committee believes that the costs of implementing the above recommendations involve more effective allocation of existing resources, rather than substantial new funding. In fact, **cooperation, communication, and coordination** are the three keys to balancing the resources necessary to implement these recommendations. If the University coordinates its relations with the community colleges and communicates ideas and information to them as well, it will avoid duplication of efforts within the University. If it plans its interactions with the community colleges, the University can maximize its efforts and resources. For example, sharing community colleges facilities can reduce the demands on the state to provide additional facilities for University programs and using terminally qualified (Ph.D., Ed.D., J.D., M.F.A., etc.) community college faculty to teach off-campus courses can increase University programs while reducing travel costs. Productive articulation conferences and faculty-exchange programs will increase understanding of institutional efforts and enhance the effectiveness of all faculty involved.

STUDENT INTERNSHIP PROGRAMS

NEEDS

The subcommittee on student internships explored how internship programs could be used by the University to improve educational programs and increase the presence of the University in the state. Members defined internship programs as "work experiences related to the student's major for which the student receives academic credit and is supervised ... by both the employer and a faculty member in the student's academic department."

The primary data-gathering efforts focused upon a survey of campus departments and of other land-grant institutions and their internship programs (see the subcommittee's report in Statewide Activities Appendix, Section C). Of the 26 University of Wyoming departments which responded, 15 reported that they have internships; the number of students involved ranged from one to 105, with an average of 17. Of the 11 departments which did not have internship programs, seven indicated an interest in developing such programs.

It is clear from the subcommittee's examination that the need for more internship programs exists. In addition, almost all existing programs indicated that more help was needed to improve the internship experiences: in recruiting students and employers, matching students with work opportunities, supervising and evaluating students. Further, to expand the internship programs beyond the Laramie-Cheyenne areas, additional travel funds will be needed.

Members believe that internships not only enhance a student's educational experience and understanding but can promote University involvement with the public and private sectors in Wyoming. Students participating in these efforts can become part of an informal network, articulating information about the University across the state.

RECOMMENDATION

The primary recommendation of the Committee is that a Task Force be established within the Office of Academic Affairs to develop a campus-wide plan for increasing student opportunities for participating in internship programs that integrate academic experiences with employment experiences. This recommendation focuses upon student internships, which will facilitate students' transition from the classroom to the work setting, and not upon departmental programs that involve professional

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certification (e.g., student teaching, clinical psychology, social work, etc.). The recommendation assumes that each academic department would retain academic control of its program if a central administrative office were to be established.

RESOURCES

Since the administration of student internship programs is typically a labor-intensive operation, the subcommittee outlined a three-step proposal to achieve the goal of an enhanced internship program at the University of Wyoming (see Statewide Activities Appendix, Section C).

First, the subcommittee suggests that a central internship office be created to work with departments and the Academic Standards Committee on such problems as academic standards, recruitment, and supervision. Second, they suggest that efforts be made to incorporate existing summer employment opportunities with a supervised internship experience. Third, they propose that graduate students in appropriate disciplines could be utilized in supervising undergraduate students in the internship programs of other departments.

In addition, the utilization of existing University personnel already involved in student employment, such as the Counseling and Career Development Center, can also contribute to any future expansions of the internship programs at the University of Wyoming.

EDUCATIONAL OUTREACH

NEEDS

The University of Wyoming offers significant educational opportunities for off-campus students. Individuals can complete the upper-division requirements for an undergraduate degree in several majors without attending classes on campus. Graduate students can earn more than half of their credits toward a Master of Education degree off campus. Through the University's Extension Class, Correspondence Study, and Audio Teleconferences programs, more than 10,000 Wyoming students have completed upper-division and graduate-level course work without coming to the campus in Laramie.

The question of educational outreach programs offered by the University is one of the key issues facing the institution today (see the report of the outreach subcommittee in Statewide Activities

Appendix, Section D). On the one hand, there is criticism that the University is not meeting its obligation to serve the upper-division and graduate-level educational needs of the state's off-campus residents. One legislator recently proposed that one-fourth of the legislative appropriation to the University be earmarked for off-campus outreach efforts.

On the other hand, there are those who strongly believe that the University is allocating too many resources — human and financial — to off-campus educational programs. Based upon academic and fiscal arguments, those who support this view argue that academic excellence can only be achieved where the total campus resources — faculty, library, computer facilities, etc. — are available to students: on the main campus.

These two positions on educational outreach clearly illustrate the need for the University to clarify its vision of what educational needs it will serve off campus and, hence, what state residents can expect. The vision should not only address geographic areas to be served, it should also identify academically viable degree options for those who do most or all of their work off campus. And, equally important is the communication of this clarified vision to relevant University faculty so they understand their role in achieving it.

In balancing the needs and resources related to the University's outreach activities, it will be necessary to include other factors in the final equation. The demand for off-campus educational programs will undoubtedly continue to increase as the number of non-traditional, site-bound adult students increases in Wyoming as it has across the nation. It will be necessary to continue the existing educational needs assessments, focusing not only on individuals, but also on public and private-sector organizations, to determine which needs to address and to identify an appropriate educational delivery system. Finally, the University should remain cognizant of the incentives required to attract quality faculty to teach in the off-campus programs and the need for an organizational structure to effectively coordinate campus-based outreach programs throughout the University.

RECOMMENDATIONS

1. The primary recommendation of the Committee is that the University clearly and fully define its mission regarding the delivery of upper-division and graduate-level course work for off-campus,

site-bound, adult students. The mission must consider educational needs, feasibility of the programs, and cost-effectiveness, among other factors. The Statewide Activities Committee places a high priority on the commitment to an expanded off-campus program.

2. The Committee supports an expansion of the University's telecommunication capability, which will facilitate the delivery of quality educational courses to off-campus students. Electronic technologies should be used, where the course content permits, to supplement and complement face-to-face instruction.

3. An additional recommendation is that an Office of Instructional Design Services be established to support and enhance quality instruction both on and off the campus, but particularly where academic instruction makes use of a telecommunications-based delivery system. The instructional design services should aid faculty in designing courses appropriate to the delivery system (face-to-face in the classroom, audio teleconferencing, video tapes, one- or two-way video, etc.) and in producing instructional materials.

4. The Committee, recognizing the differences between traditionally-aged students and non-traditional adults, recommends that the University create a general studies degree for site-bound adult students which would integrate disciplines within specific guidelines which reflect a quality academic experience.

5. The Committee supports the decision by the University to grant academic credit for experiential learning. This decision reflects the view that non-traditional adult students — such as are typically found among the off-campus students — can benefit from this commitment.

6. Shifting to structural arrangements, the Committee recommends that the University compare centralized and decentralized administrative structures to determine the most appropriate organizational arrangement for University outreach programs. The Committee on University Resources and Enrollment (CURE) Report proposed a new, more centralized approach which contrasts with the existing decentralized structure, reflected in separate cooperative and general extension operations. The present decentralized system was created in 1978 after an attempt at combining the two extension programs. The goal to be achieved is the delivery of

outreach programs in an efficient and cost-effective manner.

7. Whatever organizational structure is used to serve outreach needs in Wyoming, the Committee recommends that the University seek to present a consistent off-campus image so that information about University programs is uniform and so that redundant demands on the University are reduced by a more thorough understanding by Wyoming residents of the existing academic programs — credit and non-credit.

8. The Committee also recommends that efforts should be undertaken by the University to better coordinate and/or "broker" other University programs offered off campus. For example, a computerized data base of all off-campus educational opportunities and University research projects could be developed so that interested individuals as well as public and private-sector organizations could gain quick access to such information.

RESOURCES

Resources for outreach programs, while not the sole responsibility of the University, must nonetheless begin within the University. If off-campus programs are to be given a higher priority institutionally, the University should reallocate its resources accordingly. Alternatively, the University could appeal to the legislature for additional financial support to maintain and expand off-campus programs. Short of increased funding, the University will not be able to offer expanded off-campus educational programs.

While financial resources are critical, the University has a number of other resources which it can utilize to support outreach efforts. All off-campus programs depend upon faculty and staff who actually provide the educational offerings. Therefore, it is important to encourage these individuals through the existing reward structure.

Specifically, the tenure and promotion processes as well as annual merit evaluations should reflect participation in off-campus activities when that work is part of the regular work assignment. Equally important is the University's salary schedule for involvement in off-campus programs when that commitment is an overload assignment. Off-campus instruction, for instance, is less valued currently than an overload assignment on campus; the difference is approximately 33%.

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It is perhaps unrealistic to expect the University's faculty to provide all the instructional expertise for meeting the existing and future demands for off-campus courses. The University policy which provides for departmental approval of terminally qualified (typically a Ph.D. or equivalent) individuals outside the University — community college faculty, professional and others — is important in recruiting off-campus faculty members for academic credit courses.

Non-credit programs, such as those offered by the Division of Non-Credit Educational Services, currently rely upon cooperation and co-sponsorship of off-campus activities. This example of working with other agencies — the community colleges, state or local governments, and private businesses — is a model which should be expanded where possible. The combining of resources will increase the University's presence in the state and present new opportunities for faculty and staff to share their expertise with appropriate groups in Wyoming. Finally, the proposed statewide telecommunications network may prove to be the most important resource available for educational outreach efforts in the future. While the Statewide Activities Committee did not directly address the development of such a network, the educational outreach subcommittee supports the utilization of such technology. It is recognized that while the initial costs will be high, the University should continue to encourage the use of telecommunications technology in all statewide efforts where educationally sound, cost-effective programming can be demonstrated.

ECONOMIC DEVELOPMENT AND DIVERSIFICATION

NEEDS

The boom-bust cycle which Wyoming experienced in the past decade is a recurrence of a historical pattern. The bumper sticker which pleads, "God, give us another boom and we promise to manage it better!" reflects the underlying premise that economic development and diversification are imperatives if we are to stabilize the state's economic fortunes and smooth out the busts.

The subcommittee which explored economic development and diversification in Wyoming concluded that the University community can contribute in specific ways to these imperatives. Indeed, the University has not ignored its role in meeting the

economic needs of the state: a variety of projects are in progress to help diversify its economy, utilize its resources more effectively, and attract more business and industry. Examples of such involvement range from the lean beef project in the College of Agriculture, through the marketing and economic strategies of the College of Commerce and Industry, to the legal and archeological programs of the College of Law and the College of Arts and Sciences.

There is, however, an increasing need for the resources and expertise of the University to be directed toward economic development issues. The subcommittee members support the view that this need is so pressing that the institution should make economic development and diversification a priority concern and address it in ways appropriate to the disciplines and expertise of the faculty and staff (see Statewide Activities Appendix, Sections E and F).

The subcommittee, recognizing that responsibilities for economic development and diversification issues are central to a number of state agencies, emphasized that University efforts must be coordinated with those of these other entities. Such coordination and cooperation is a prerequisite for the development of successful projects and programs.

RECOMMENDATIONS

1. The Committee's primary recommendation is that the University administration communicate to the faculty and staff that participation in economic development and diversification activities through their departments is desirable. University personnel need to be assured that participation in such efforts will be rewarded.
2. An adequate response by the University to economic development issues will require significant financial resources. Recent budget reductions within the institution have limited any flexibility that existed to respond to new initiatives. Thus, the Committee recommends that reallocation of resources for major new economic development programs be made, unless alternative resources can be identified.
3. Accordingly, the members support efforts to actively seek alternative financial resources to support new University programs which contribute to the state's economic development.
4. The Committee recommends that the University appoint an Economic Development Task Force which will focus its attention on main-street busi-

nesses in various Wyoming communities. While composition of the group should be flexible, a core group might consist of an economist, a rural sociologist, and a person experienced in community development and planning. Additional personnel could include a human development specialist, a political scientist, or others with appropriate experience. The Task Force should also include local business development center directors and representatives from relevant state agencies. The Task Force would assist local groups in economic development planning; however, it would not write or carry out the plan itself. Individual economic development plans may identify instructional or research needs to which the appropriate University units could and should respond.

5. The Committee further recommends that the University be aware of its potential role in helping existing Wyoming businesses and in recruiting new industry, especially technology-driven corporations, to the state. Thus, it is important for the University to encourage such companies to visit the campus and share ideas with appropriate faculty. All efforts should be coordinated with relevant state agencies.

6. Finally, in an effort to attract technology-driven businesses, it is recommended that the University re-think its educational role vis-a-vis the private sector. If appropriate, the University should attempt to acquire federal funds to develop joint programs with the community colleges as well as to support a satellite-based communications system, which is essential for this effort to be successful.

RESOURCES

In the area of economic development, the University has committed its own resources as well as utilizing available state funds for such programs. The programs funded by special legislative appropriations show that the University has been active in economic development (see Statewide Activities Appendix, Section E). In addition, private grant money is being used and other private funding is being sought.

However, given the pressing nature of economic development in Wyoming, the University could consider reallocating financial and human resources toward this end. The Committee believes that any efforts undertaken by the University can be maximized if these are coordinated with the private sector and state agencies.

ORGANIZING HIGHER EDUCATION: BACK TO THE FUTURE

At the final meeting of the Statewide Activities Committee, members reflected upon the broader implications of several concerns which emerged from the discussions during the previous five months. One of these was the role of the University of Wyoming in the state's system of higher education, and the very nature of that system.

Wyoming's higher education needs are served by the University and seven community colleges. The University was established by the Territorial Legislature to meet the educational needs of the state; the community colleges were not established until more than a half century later. They were originally created to provide educational programs — academic and vocational — within community college districts based upon district funding. Today, state funding significantly exceeds district funding for their programs.

Out of the historical development, differing missions, and competition for funding, the University and the community colleges have developed a strong sense of individualism and territorialism. These have given rise to mistrust and misunderstandings. While cooperation exists among the University and the seven community colleges, these factors have hindered more cooperative institutional relationships.

However, Wyoming's economic decline, combined with increased public demands upon the eight institutions of higher education, may bring pressures for administrative changes to achieve a more cost-effective system. Self-interests of the eight institutions suggest that increased cooperation which results in more cost-effective educational programs is critical. This is as true for the University as it is for each community college.

The members concurred that the time for parochialism and mistrust among Wyoming's institutions of higher education is past. The University and the community colleges should move forward to serve the people of Wyoming during the next century on a foundation of cooperation and mutual support. Only in this way can the individual educational missions of the institutions be carried out. Enhanced cooperation can facilitate our efforts to fulfill the University's statewide responsibilities for upper-division and graduate-level programs off campus as well as in Laramie.

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The future direction of higher education in Wyoming will be influenced by the University's initiatives in (1) improving relations between the University and the community colleges; (2) broadening the educational opportunities available to students, such as internship programs; (3) balancing

the demands of site-bound students with the resources (human and financial) that the University has to devote to serving them; and (4) contributing to the economic development and diversification of the state.

CENTENNIAL COMMITTEE ON
STUDENTS



UNIVERSITY OF WYOMING CENTENNIAL COMMITTEES

CENTENNIAL COMMITTEE ON STUDENTS

- Janice Harris, College of Arts and Sciences, Committee Chair
- Richard Moll, Author (*The Public Ivys*), National Consultant
- David Baker, Special Assistant to the President
- Ford Bussart, Trustee 1985-1991, Rock Springs
- Janet Constantinides, College of Arts and Sciences
- James Hurst, Associate Vice President for Student Affairs
- Richard Jamieson, Associated Students of the University of Wyoming, President 1986-1987
- Leo P. McCue, Jr., Trustee 1975-1987, Laramie
- Hoke MacMillan, Attorney, Laramie
- Terry Roark, University of Wyoming President, *ex-officio*
- Ben G. Roth, College of Arts and Sciences
- Thomas A. Sawyer, Trustee 1981-1987, Sheridan
- Lee Schick, College of Arts and Sciences
- Mike Schutte, Trustee 1987-1993, Laramie
- Vern E. Shelton, Assistant to the President for Information
- Anne Slater, College of Arts and Sciences
- Ann Stevens, College of Law
- Donald Veal, University of Wyoming President 1981-1987, *ex-officio*
- Beverly Wiseman, College of Engineering



REPORT OF THE CENTENNIAL COMMITTEE ON STUDENTS

The college of quality remains a place where the curricular and cocurricular are viewed as having a relationship to each other. At a time when social bonds are tenuous, students, during their collegiate years, should discover the reality of their dependence on each other. They must understand what it means to share and sustain traditions. Community must be built.

— Ernest Boyer, *College*, p. 195

In carrying out its charge to explore new directions in recruitment, admissions, and campus life as well as to elicit a spectrum of views on these issues, the Centennial Committee on Students held three full-committee meetings, met in subcommittees throughout the semester, and consulted at length and in a variety of formats with a wide range of students (Students Appendix, Section A). Further, it met with key Laramie townspeople, contacted a series of colleges and universities throughout the nation, and, by way of interviews conducted by national consultant Richard Moll, met with the following UW units: Admissions, Student Financial Aids, Registration and Records, Career Planning and Placement, Center for Academic Advising, Counseling and Career Development Center, the Dean of Students, Student Housing, Student Educational Opportunity, Student Health Service, Wyoming Union staff, ASUW officers, and the Associate Vice President for Student Affairs.

Our aim in these consultations was to get as many different perspectives on student concerns at UW as possible within the time available. Although the recommendations do not necessarily reflect the opinions of each person with whom the Committee spoke, we do believe the recommendations address problems and challenges commonly cited and have the virtue of being feasible, bold, and far-sighted.

Three additional introductory comments should be made. First, we did not specifically focus on undergraduate as opposed to graduate students. A few of our recommendations (e.g., strengthening admissions standards) do speak only to the undergraduate student body, but most are applicable to all UW students (e.g., redesigning the Union, moving to a year-round calendar). Second, in the interest of keeping this report brief, we have relegated documentation and supporting material to an appendix. Third, faced with an extraordinary range of possible

issues, the Committee chose its topics partly on the basis of work already done by other high-level University Committees. Thus, although recruitment is of vital interest to us, we did not repeat the important and thorough work done by CURE (Committee on University Resources and Enrollment) in its examination of specific recruitment initiatives. Nor, still within the topic of recruitment, did we wish to anticipate the thinking on minority recruitment currently being pursued by the UW Office of Admissions and the Office of Student Educational Opportunity. Similarly, whereas advising and orientation would have seemed natural topics for us to focus on, we decided not to repeat the excellent work of the Coalition for Academic Success and the Freshman Year Steering Committee. For the same reasons we did not stay with our initial plans to focus on the Student Union and major changes in the residence halls. A UW student group has done valuable work toward reconceptualizing the Union; on the latter, the Centennial Committee on the Quality of University Life is studying a series of important "ecological" changes in the campus layout. In each case, we strongly recommend that readers concerned with these particular issues consult the appropriate reports. It is crucial, we would argue, that the findings of recent major university and college committees be coordinated during this period of significant planning.

In broad terms, the recruitment and retention of students were the underlying goals of the Committee's deliberations. Like all universities, UW must continually find ways to draw and maintain a strong, diverse, engaged, and loyal student body. It seemed obvious, however, that the best way to improve recruitment and retention in the long run — thinking not only of the next five years, but the next 100 years — was to concentrate on substantive changes aimed at genuinely enriching the quality of

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students' living and learning during their years at UW. An excellent education and an exciting intellectual and social environment are the only products which the University can appropriately "sell" to prospective and current students.

Based on our discussions with many campus groups and constituencies, the Committee would argue that, at its best, campus life at UW is seen as open, friendly, full of opportunities for participation. At its worst, the campus is seen as boring, provincial, and lacking in cultural and intellectual activities outside the classroom. Athletics generate a high level of excitement and feelings of campus community, but other equally valuable aspects of campus life do not. For a university this small, there is a surprising lack of community. In his address to the UW Trustees on March 27, 1987 (transcribed in Students Appendix, Section B), national consultant Richard Moll notes a "diffuse identity," a campus with few traditions, campus-wide celebrations, or convocations. Students consistently mention that they feel no pride in being admitted nor in continuing here. The image of UW as a party school not only implies a lack of academic challenge and excitement, it also carries the darker implications of real problems with drinking and alcoholism. Many of the students interviewed said that the drinking problem was serious enough to deter many of their high school friends from coming to UW. As one member put it in our first meeting, perhaps our key goal is to combat the lure of the bars. Further, we would argue that this issue needs special attention whether or not the legal age for drinking is raised in Wyoming. Simply to say, "Don't drink," without encouraging substitute ways to socialize, won't work. (Several of these problems, we should note, are not particular to UW. In the Carnegie Report, *College: the Undergraduate Experience in America* [New York: Harper and Row, 1987], Ernest Boyer cites a lack of community, a tendency toward campus provinciality, and widespread alcohol abuse as problems that plague many of our nation's universities.)

STRENGTHENED ADMISSIONS STANDARDS

The Committee recommends that the University of Wyoming strengthen its admissions standards. At its most rigorous, a stronger set of standards for admission would require students who enter UW to have taken specified college preparatory courses, have earned a stated grade point average in those courses, and have scored above a

respectable, minimum level on a nationally recognized exam (e.g., ACT or SAT). The subcommittee which reviewed admissions standards drew up a specific set of recommendations in each of these areas (summarized in Students Appendix, Section C) and also examined regional and national standards respecting course preparation, grade point average, and national test scores (see Students Appendix, Sections D and E). For accuracy, it should be noted here that UW does have a moderately selective set of admissions standards for transfers, out-of-state students, and, of course, graduate students (see Students Appendix, Section F). Our concern is with the current in-state student who may "automatically" enter UW simply by having graduated from an accredited Wyoming high school and fulfilling the proper application procedures.

The Committee realizes that strengthening admissions standards is a highly controversial topic. To work toward changes in this area would require a series of statewide forums as well as long-range and thoughtful planning among the state's junior high schools, high schools, community colleges, and university. In a background paper on the implementation of the proposed changes (Students Appendix, Section G), the subcommittee urges flexibility in execution and a realistic sense of timing. (N.B.: Recent national attention has been focused on admissions policies at state universities, with studies having been done, in particular, on the implementation of new policies. Data from these studies can be obtained through the Director of UW Admissions.)

Why strengthen standards in the UW admissions policy? Our rationale (Students Appendix, Section H) consists of both positive and negative factors. Most important, stronger standards, especially with respect to a college prep curriculum, would prevent the obviously unprepared student from coming to UW and dropping out or failing, at a major cost to his or her sense of self-worth, to his or her attitude toward the University, and to the image of the University in the state. Often the students who leave because of inadequate skills or preparation have no clear idea of why they haven't gotten engaged in their studies, haven't "succeeded" here. They carry their dissatisfaction back to their communities, to UW's detriment. At the same time, the presence of a large number of ill-prepared students seriously compromises UW's introductory courses. To teach to the ill-prepared is to be offering *de facto* remediation, not college-level work. To ignore

them, however, is often to face a half-empty classroom by mid-semester. That hurts everyone, not only those who leave with a sense of failure and frustration but also those who remain with a diminished sense of respect for the UW student body. Stronger admissions standards would be one major starting point for an effective statement of UW's identity and mission. It would necessitate genuine and effective consultation and coordination among the various levels of schooling in Wyoming, leading to a statewide approach to education and an enhanced curriculum at every level. As the subcommittee points out regarding recruitment, strengthened admissions standards would introduce an element of pride now so clearly lacking in applying for and being accepted to the University (see Students Appendix, Section H). Rather than diminish, strengthened admissions standards would enhance effective recruitment, allowing UW to counter the negative implications it now carries as a party school with no standards, as the school you go to when you are not accepted anywhere else. At some point UW must ask itself, are the few weak students we gain because of open admissions worth the strong students we lose out of a skepticism about the quality of a UW education.

A YEAR-ROUND CALENDAR

The Committee recommends that the University adopt a three-semester calendar. Any of the terms, but the summer term especially, would allow for a variety of course sessions, running from the intensive two-week session to the standard sixteen-week session. The subcommittee studied a range of possibilities here, but kept returning to two facts, first that Laramie's climate is seen as a major drawback to many prospective students, and second that during the summer, Laramie's best season, the campus is underutilized. To adopt a three-semester calendar provides attractive flexibility for students and faculty and can serve as a catalyst for a range of exciting curricular and recruitment innovations.

Respecting flexibility, should they choose to do so, students can significantly condense the amount of time it takes them to earn a degree. Alternatively, those who need to work will have an increased opportunity for employment, being able to take fall or winter jobs — e.g., at a ski area — during a time when many students in the Rocky Mountain area are unavailable. The faculty will enjoy the same flexibility, being able, in particular, to schedule leaves at a

time that best suits their own research programs and needs. One might normally teach spring and summer, leaving the fall open for research.

Given the remarkable beauty of Laramie's summers, the possibility of accomplishing a full semester's work during this time of the year should be a strong recruitment point for continuing education and for out-of-state students and an attractive selling point to other colleges and universities with whom we develop focused student exchange programs (see below). Certainly a calendar similar in intent to this has succeeded elsewhere, as the Dartmouth model indicates (Students Appendix, Section I). Further, curricular innovations not possible during the current fall or spring semester would become marvelously possible during the summer (e.g., research seminars in zoology, wildlife, geology, western history; advanced institutes; programs for junior high and high school students, etc.). For this calendar change to be effective, it must receive a clear commitment from the majority of faculty and students, being seen by them as an obvious advantage, a clear gain in flexibility. It must also be carefully coordinated with the public school calendars.

The recommendation of a three-semester calendar was, in the end, the primary focus of the subcommittee on calendar and entry. However, in its initial deliberations, the subcommittee also explored other alterations to the calendar, including a shorter semester in which class periods were extended from the current 50 minutes to one hour. As will be discussed below, the subcommittee also considered registration, orientation, and advising. (The subcommittee's report is included in Students Appendix, Section J.)

OUTREACH INITIATIVES TO COMBAT PAROCHIALISM

The Committee recommends that the University move to combat parochialism with a series of outreach initiatives. No single initiative can address the various problems and challenges here. UW parochialism begins with a local sense of separation between the campus and the town of Laramie. It extends to the State of Wyoming, the nation, the international scene. To combat these various levels of parochialism, the Committee developed four outreach initiatives. It also considered the University's responsibility to provide valuable serv-

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ice opportunities to UW students. The initiatives are as follows:

1. **Create an atmosphere of "mutual benefits" for Laramie and the UW campus.** With respect to UW/Laramie, the problems include a perception among the townspeople that the University community is separate and aloof, does not participate in town activities, and is relatively indifferent to the presence or absence of the townspeople at campus events. Townspeople do not feel welcome on campus and therefore do not find the University a major cultural resource. Alternatively, students in particular see the town as boring, offering nothing but bars. The challenge is to create an atmosphere of genuine mutual benefits. The University should be seen as a plum of a resource for the Laramie resident; the town and the surrounding area — with its small-town atmosphere, clean air, low crime rate, friendliness, accessibility, hiking, skiing, and camping opportunities — should be seen by UW students, faculty, and staff as a remarkable advantage. Creating that sense of mutual benefits involves a range of innovations.

- **Establish an effective calendar of events** — indeed, a series of calendars by semester, month, week, and day — to alert the campus and town of scheduled activities in town and on campus. Specific suggestions on this were developed by the subcommittee on student life (Students Appendix, Section K). Apparently a major problem with the calendar has been a laxness among faculty and staff in reporting events. Perhaps an enforcement procedure is needed. If the problem remains as serious as it currently is, it might be necessary to withhold University funds from programs that refused to make themselves known via the calendar (Students Appendix, Section L).
- **"Sign" the campus**, posting in front of every building a large, clear, attractive, uniformly designed sign. If a building has several major entrances, as do the dorms, let every entrance have such a sign. This signing is, we would argue, the very least visitors can expect regarding a "readable," welcoming campus. **In the same spirit, post a quantity of attractive, permanent maps** (of the "You Are Here" variety) around campus. This minimal recommendation has been repeatedly made by campus committees for the last ten years. There is no reason, beyond apathy, for its not being accomplished.

- **Establish an attractive and obvious entrance to campus**, probably at 13th Street and Iverson. Let it include a kiosk, staffed with volunteer students and senior citizens, to welcome visitors to campus and supply them with maps, calendars, basic information. (The establishment of a handsome entrance to campus might be seen as an exciting project for ASUW's 75th Anniversary. It could also be a project attractive to UW alumni groups.) Let there be plenty of well-marked visitors' parking close to that entrance point.
- **In the immediate vicinity of the entrance** (e.g., in Knight Hall, the Cooper Mansion, or the Union) **let there be a cozy, handsome, well-signed Visitors' Center** to which any person new to campus can go for further information. (The CURE Report reinforces this recommendation.) That Center seems a logical clearinghouse for all campus activity information. As such, it would be a reasonable source for continually updated information and announcements on computer terminals throughout campus. As the clearinghouse, it would also be a logical place for an **all-purpose 800 number referral and information telephone line**. As previous committees have stated, our current system of having general calls go to the police station — whose operators have other important tasks — does nothing toward making a good, professional, first impression on the many people who call UW.
- Further recommendations toward strengthening UW/Laramie relations include: **establishing a liaison group** which will have as its goal the creation and continuation of better communication between UW and the Laramie community; **making it a practice to print a small map of the campus and available parking any time a campus activity is publicized**; **reinstating the Welcome Back Picnic**, with the additional possibilities of holding it on Prexy's pasture, renaming it "UW/Laramie Hometown Picnic," letting it have a "fair" motif, with campus and town booths set up to advertise their services and products; **guaranteeing that sufficient funding is available to adequately support the Elizabethan Fair** (one of the most successful Town/Gown events that occurs); **setting up a "ski" shuttle bus** between the campus, the Snowy Range ski area, and such cross-country

ski areas as Happy Jack and the Barber Lake area; extending the current campus bus service to downtown locations and areas of town with high student populations. Several of these recommendations are detailed in the student life subcommittee reports of April 28 and March 20 (Students Appendix, Sections K and L).

2. In thinking of ways to get UW students out into the State of Wyoming, the Committee urges careful attention to the recommendations of the Centennial Committee on Statewide Activities respecting improved internship programs. Not only should the various internship opportunities be increased and better coordinated, but the role of UW alumni in developing and implementing these internships should be strengthened.

3. Establish a "sister school" exchange program. In an effort to focus and strengthen UW's current, highly successful participation in the National Student Exchange, let UW continue in that program, but also adopt a plan whereby we link up with two appropriate "sister schools" in a focused and highly publicized exchange. As Richard Moll puts it (see Students Appendix, Section B),

Why not formally team up with two other universities? I would suggest one in New England and another in Southern California, or the southwest. The three of you can rotate students. The University of New Mexico might be a good match and perhaps the University of New Hampshire or Vermont in New England. (If you are an hour away from Boston you learn a lot that you can't learn in Laramie.) Exchanges, by the way, rarely create transfers out. They provide exposure to something new but most often the student yearns for his home and will return even more your champion. 'Oh, it is so much better here than ...'

4. This is a visionary recommendation but one that is feasible, done elsewhere, and central to our students' education: **Let UW establish a vastly expanded range of Study Abroad opportunities.** Let it become a norm for UW students to have spent some time abroad during their years here. In thinking about an appropriate range of programs, the Committee recommends an increase in "general education" programs, similar to ones UW now participates in with such countries as England, France, and Germany, but also an increase in discipline-specific programs (e.g., in education, agriculture, business, sociology, political science, etc.). The Committee recommends the development of a

major endowment, the interest from which would be earmarked for competitive student fellowships for study abroad.

Underlying each of these initiatives is the Committee's conviction that the University must aggressively promote opportunities for students to link up with the world outside their dorm or apartment, ways for them to make vital connections between their own lives, their studies, and the concerns of the communities they live in. That conviction is related to the further belief that the University must also continually seek out meaningful service opportunities for students. For example, the strengthened internship programs should not emphasize only the ways the student's career may be furthered by the internship but also the ways the student may genuinely contribute to the town or region in which he or she is working or studying. Once again, this issue — the need to encourage students to participate in valuable service to their communities — has been cited as a national concern (Boyer, *College: The Undergraduate Experience*, pp. 213-219).

ENRICHING CAMPUS LIFE

The Committee recommends that the University act to enrich the students' lives on campus. As with the above recommendations on combating provinciality, no single initiative will enrich all students' lives. What the Committee gathered was, instead, an embarrassment of riches, a range of exciting possibilities any one of which would boldly announce to our current and prospective students that UW is a welcoming, challenging, and exciting place to be. For all the diversity of the following recommendations, they do share some common themes. First, a strong student body is essential to a healthy university. Our recommendations with respect to recruitment have as their key goal a capable, diverse, and moderately sized (approximately 10,000) student population. Second, we recognize that retention is crucial to our maintaining that student body. A series of recommendations on orientation, advising, and the learning environment aim at successful retention. And, third, beyond the hard-core retention issue, our recommendations aim at creating that dynamic campus we have had as our goal throughout this report. As Carl Schorske, national consultant for the Quality of University Life Committee, put it, the social life on campus must be enriched with the intellectual and cultural dimension proper to a university; the intellectual life must

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be enhanced by a social dimension. The current abyss — between classroom and everything outside it — must be bridged.

1. Respecting recruitment, the Committee refers the reader to our recommendation on strengthening admissions standards and, again, to the reports of CURE and the Committee on Minority Recruitment (Students Appendix, Section M). **While the specific reorganizational design recommended by CURE is not supported by every member of our Committee, CURE's overall recommendation that UW develop an accountable, campus-wide recruitment/retention strategy, with whatever reorganization that demands, is strongly endorsed.** The Committee also observes that the competition for good graduate students is becoming stiffer across the nation. Some kind of cooperative networking among UW departments might allow the stronger recruiters to share strategies, calendars, and expectations with the less successful recruiters.

2. Respecting orientation, the Committee supports the careful, ongoing work of the Freshman Year Steering Committee (see Curriculum Appendix, Section D) and the past work of the Coalition for Academic Success. We emphasize that our decision not to focus on this issue reflects our wish not to repeat work already done. We see the effective orientation of all new students as crucial to the building of an engaged and enthusiastic student body. Many excellent models exist.

3. Respecting advising, in addition to the series of innovations recently enacted, **we recommend assigning a personable, interested advisor to each new student at the time of admission.** The advisor would initiate several contacts with the student and would remain her or his advisor throughout the year. This would provide an early and continuing contact between student and faculty or staff person. (Please see the report of the calendar and entry subcommittee in Students Appendix, Section J. We would also note that the various colleges on campus have devoted considerable recent time to improving advising. Arts and Sciences, for example, describes a "mentor" system in its Spring 1987 biennial budget narrative.) In considering the span of other important advising issues, the Committee again urges the reader to consult the work of the Coalition for Academic Success, the Freshman Year Steering Committee, and the CURE subcommittee on advising.

4. Apart from its recommendation that a Study Abroad Fellowship Fund be established, the Committee did not perceive a need for a major increase in scholarship funds. **It does, however, recommend that Financial Aids be given greater flexibility regarding its general calendar and its ability to make on-the-spot awards to highly sought-after students.** Too, wherever possible, people who contribute scholarships to the University should be urged to leave them as open as possible. This allows Financial Aids to offer an award to a specific student, basing that award on our need to attract that student more than on his or her interest in a particular major or program. Continually, Committee members spoke of good students recruited elsewhere partly because of a slow response from UW on scholarships and awards.

5. **Reconceptualize and redesign the Student Union.** Though it comes late in our report, this item is seen as a key recommendation, allowing an exciting array of additional changes to occur. We enthusiastically support the UW students' initiative on this and would only add to their deliberations the invitation to THINK BIG (see Union Renovation Documents in the Students Appendix, Sections N, O, P, and Q). An exciting Student Union, which implies not only an inviting, multipurpose structure, but also rich and varied programming, involves more than the addition of franchises. Done in phases, a remodeled Union could draw beneath its roof several of the key student-service offices (Placement, Study Abroad), a child-care facility (involving important recognition of our non-traditional students), a series of guest rooms for visitors to campus, a large study/lounge with fireplace and conversation and coffee/tea/snack counter; the Campus Visitors' Center; a bank of computers for student use. As an underlying architectural principle, the Committee urges the renovators to take full advantage of potential "scenic views" of the surrounding mountains.

6. Respecting the residence halls, full capacity and a waiting list are the goals; these are conditions that clearly exist elsewhere. The Committee on the Quality of University Life makes important recommendations on reconfiguring the campus as a whole, and on improving the residence halls in particular. It should also be noted that a recent long-term plan has been developed by the UW Housing Office, a plan which focuses partly on promising

alterations in the current, rather dismal, area of married-student housing on campus. We would add the following additional recommendations:

- To the extent the high-rises remain dorms, remodel to create inviting areas on each floor, e.g., large sewing and craft rooms, class and seminar rooms, music practice rooms, even small, friendly dining rooms shared by one or two floors.
 - Over the years, buy up houses on the periphery of campus. Let them be living units of 20-30 people, focusing on special interests such as a language, music, or agriculture program; alternatively, they can be run as cooperatives or honors houses. The list of possibilities is long; the goal is to provide attractive, small-community alternatives to the high-rises. This can be especially important to freshmen who currently get lost in what they see — at its worst — as the noisy, intrusive, rude, and impersonal atmosphere of the dorms.
7. Provide a series of *visible* and attractive eating/lounging/talking areas across campus. Again, the Quality of University Life Committee speaks to UW's desperate need for these kinds of friendly community-building locations. The goal is to have several places of easy access where students, faculty, and staff can drop in, grab a bite to eat, and chat — before, between, after classes. At its best, this kind of place would invite conversation with a cozy atmosphere (fireplace, plants, windows), good food (baked goods, soups, desserts, popcorn), minimal prices, recognition of the food service contract, and a location on the beaten tracks (e.g., an "atrium-like" coffee shop between the Biological and Physical Sciences Buildings, perhaps built on to the east side of the Classroom Building).
 8. With careful planning and shrewd forethought, let UW design and carry out a series of campus-wide "celebrations" and convocations. Let there be a meaningful and impressive freshman convocation. Let graduation be vastly improved. Let there be a re-invigorated University Speakers' Series, perhaps one "star" per semester. Let that star remain on campus for a week as a guest-in-residence, living in a student residence.
 9. Let Coe Library be rearranged so that the first thing a student sees upon entering is a comfortable, inviting reading area. Many designs are available, but one follows this sequence: a person enters

into an informal lounge area with newspapers, magazines, comfortable chairs; one then moves through the security gates and into the circulation desk area; from there, one moves into a large, handsome, central reading area. The bulk of reference materials and the computer banks are on the equivalent of our second floor. The point is to make visible to students that libraries are places where people do go to read, to study, even, in designated places, to converse.

10. As a way of encouraging and assuming the *best* respecting UW students and faculty, let the University institute a genuine "study period" before finals and enforce the finals schedule. Let the study period consist of at least four days before finals — perhaps Thursday, Friday, Saturday, and Sunday — free of all classes and assignments. Let finals be given only during the scheduled period and not during the last week of classes or during the study period.

11. Let the University designate a partial position or office with the responsibility for "Senior Fellowship Opportunities." Let this place be the centralized locale for receiving and sending out information on such major awards as the Truman, Marshall, Mellon, Fulbright, and Rhodes fellowships. Let it be an aggressive operation, working with a good calendar, alerting all appropriate juniors and seniors of the superb opportunities available to them. Let it also be responsible for ensuring that excellent and well-coordinated publicity accompanies awards and fellowships received.

CONCLUSION

As the Committee assessed UW's strengths, analyzed its problems, and sought to make valuable recommendations appropriate to those strengths and problems, we periodically raised the question, will any of these deliberations actually result in changes? Our response emphasized the following. Major changes in institutions tend not to occur when times are fat and the living is easy. As we all know, at its Centennial, UW faces both financial constraints and a nationwide drop in the student-age population. For the first time in its history, UW is competing hard for its student body, and, again, it is doing so in a time of financial difficulty. Rather than seeing these factors as reasons to do little or nothing, the Centennial Committee on Students argues that this is precisely the time for the entire University community and state to pledge themselves to substantial

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and far-reaching initiatives, ones that will help UW compete well in the regional and national marketplaces. Our competitors include our neighboring Rocky Mountain colleges and universities but also — for our top young people — the best universities in the nation. This is a reality many Wyoming high

school juniors and seniors recognize as soon as the letters and view books start pouring in. We should welcome the competition, letting it serve as a constant, healthy challenge to our own sense of what we can be, what we can do.

CENTENNIAL COMMITTEE ON

TEACHER EDUCATION



UNIVERSITY OF WYOMING CENTENNIAL COMMITTEES

CENTENNIAL COMMITTEE ON TEACHER EDUCATION

- James McClurg, College of Arts and Sciences, Committee Chair
- Judith Lanier, Michigan State University, National Consultant
- Donald Adams, College of Engineering
- Ronald Beiswenger, Science-Math Teaching Center
- Ford Bussart, Trustee 1985-1991, Rock Springs
- Gordon Childs, College of Arts and Sciences
- James Hook, Dean, College of Education
- Lynne Ipina, College of Arts and Sciences
- Brendan Phibbs, Retired physician, Jackson
- Terry Roark, University of Wyoming President, *ex-officio*
- Timothy Rush, College of Education
- Robert P. Schuster, Trustee 1985-1991, Jackson
- Lynn Q. Simons, Superintendent of Public Instruction
- H. Wells Singleton, College of Education
- Thomas Tighe, Associated Students of the University of Wyoming
- Donald Veal, University of Wyoming President 1981-1987, *ex-officio*
- Tilly Warnock, College of Arts and Sciences
- Norma Wilkerson, School of Nursing



REPORT OF THE CENTENNIAL COMMITTEE ON TEACHER EDUCATION

Recent national studies regarding the quality of education in grade and secondary schools indicate a need to re-think the academic curricula available from the College of Education. This Committee was charged with addressing that need and recommending future courses of action in teacher education.

Periodically over the past 50 years (possibly back to the time of the first school?) the United States' educational system has come under close scrutiny and criticism. Little long-lasting change has ever resulted from these efforts. Currently, national attention is again focused upon the schools with a particular attention being paid to the preparation of teachers. Largely responsible for the latest rekindling of the fires of concern are two books, *A Place Called School* by John Goodlad and *High School* by Ernest Boyer; and four national studies: *A Nation at Risk* by the National Commission on Excellence in Education; *A Nation Prepared* by the Carnegie Forum on Education and the Economy; *Tomorrow's Teachers* by the Holmes Group; and *Time for Results* by the National Governors' Association. Each approaches education from a different vantage point yet comes up with remarkably similar recommendations. In one way or another, the studies address four major concerns relating to teacher preparation:

1. How to make the preparation of teachers intellectually sound. An almost unanimous starting point is the elimination of the undergraduate major in education in both the elementary and secondary areas. Equally important is the plea for greater involvement of other colleges (humanities, business, etc.) in the preparation of teachers.
2. How to recognize and reward differences in knowledge, teaching skills, and commitment. The concern is to prepare prospective teachers for "differentiated staffing" and to promote the concept in the public schools. Differentiated staffing is a promotion/reward system by which teachers move through various levels of responsibility. Such professional growth is gained through experience and continued education. Each study group uses different titles but

they follow the general theme of intern teacher, resident teacher, professional teacher, and, finally, mentor teacher. Teaching, they say, is a unique profession in that your title and responsibilities are identical whether you are a first-year neophyte or a 20-year veteran. The salary depends solely upon how long you "hang in there."

Teacher Education Appendix, Section A, contains an excerpt from the 1985 *Exeter II Conference on Science and Technology Education for Tomorrow's World*, sponsored by the National Science Teachers Association. This narrative is an excellent description of one approach to concerns 1 and 2 above.

3. How to improve standards of entry into the profession. Teaching involves massive amounts of human interaction, which requires a high level of intelligence, compassion, empathy, and skill in personal relations. More stringent and/or careful screening of prospective teachers must be implemented. Equally important are accurate means of assessing professional growth and high standards within each program.

4. How to improve working relationships between schools of education and public schools. This includes the great concern over improving the student teaching experience. Joint research projects and continuing education for the differentiated staffs are other possibilities.

To reproduce the complete reports of the national study groups would exceed the needs and space of this document. However, four articles from the September 1986 issue of the *Phi Delta Kappan* provide an excellent summary and comparison of the results and recommendations of the Holmes Group and Carnegie Forum reports. These are included in Section B of the Teacher Education Appendix.

The Teacher Education Committee had neither the time nor the personnel to thoroughly examine all aspects of the University of Wyoming College of

Teacher Education

Education and relate these findings to the national studies. Emphasis was placed upon the major structure of the curriculum with the full recognition that many strengths and weaknesses of the college were "unidentified." This report presents suggestions for major changes in the curriculum structure, identifies some areas of necessary change in focus, and makes a few specific recommendations that evolved as a result of examination of the major issues. In no way should this report be construed as a comprehensive examination of the teacher education program at the University of Wyoming.

PROCEDURE

As members of the Committee represented a variety of backgrounds, an extensive amount of relevant material was distributed including: (1) the complete reports of the Holmes Group, the Carnegie Foundation, and the National Governors' Association; (2) *The Public Ivys* by Richard Moll; (3) *College* by Ernest Boyer; and (4) *The Leaning Tower of Babel* by Richard Mitchell.

In order to obtain a profile of recent graduates of the College of Education, two sets of transcripts were obtained: (1) all students registering with the College of Education placement service within the past year, and (2) two hundred transcripts representing a random sample of the College's graduates over the last five years. All personally identifiable information was deleted from the transcripts.

The full committee met four times during the latter half of the spring semester, 1987. The general meetings of the Committee were devoted to discussions of the major issues facing the College of Education. Three subcommittees were formed and met independently to examine these major areas:

- Ways of developing an integrated program of undergraduate and graduate study for prospective teachers with the intent of strengthening the liberal studies, the subject area concentrations, and the professional requirements.
- Ways of promoting effective curricular reforms with suggestions of how (1) to construct stronger and more appropriate majors and minors, (2) to improve liberal studies for all prospective professionals (including teachers), and (3) to strengthen professional requirements, including a sustained period of internship.
- Ways to originate, coordinate, and expand existing connections among Wyoming schools,

community colleges, and the University in order to improve teacher education.

THE AMERICAN TEACHER: AN OVERVIEW

The Committee's national consultant, Judith Lanier, Dean of the College of Education at Michigan State University, presented to the Committee (and later, to the faculty of the College of Education) a historical overview of the teacher in the United States, emphasizing that dramatic changes in society at large have not been matched by changed expectations, or changed working conditions for teachers. As Chair of the Holmes Group and a member of the Carnegie Task Force on Teaching as a Profession, Dr. Lanier was also able to provide additional insight into the goals of those groups and to compare and contrast the two groups' recommendations.

Highlights of her presentations include the following:

- In the 1830s, 1890s, and 1900s, individuals who continued teaching after marrying and having families were very unhappy with the conditions of work and, thus, most left the profession. Those few who stayed in teaching for long periods were women in religious orders or women who stayed single. This made for a heavily youthful and transient work force. The teaching profession, with its low pay, heavy management, and few prerequisites, has been designed for those who will not stay long. Now we have a work force that stays. Consequently, larger numbers of those remaining are voicing the same complaints voiced in 1830. We are beginning to realize that the teachers we want to stay are leaving.
- Differentiated staffing may be one way to attract the best people to teaching. We especially need good teachers for the growing numbers of the poor. As the baby boomers retire, the country cannot have another large dependent group; our citizens must be productive. (In Michigan, each prisoner costs the state \$22,000 a year; the cost for a year at Harvard is \$16,000.)
- The Holmes Group Report says that the major universities need to be involved in serious research and development on teaching and learning. Teacher education programs must take risks, try different things. Huge amounts of money are at stake: the costs to support an average classroom range from \$100,000 to \$150,000.

- Our failure rate with students is too high. It's now one-third but gets closer and closer to one-half. Students who drop out of our schools have low skills. In the 1950s, the dropout rate was 50% but those who dropped out could find jobs requiring low-level skills. Those jobs are no longer available. In some states, the solution proposed is to lengthen the school day.
- The tests for teachers are distressingly easy; they only prove teachers are barely literate. We cannot just do more of what we've been doing. There is a unique problem in training teacher as all students have already been in school for 12 years and the tendency is for them to model themselves after the teachers they have had.

THE STATUS OF CHANGE WITHIN THE COLLEGE OF EDUCATION

It must be noted that the College of Education is deeply involved at all levels in the process of evaluation and change. Thus, many of the recommendations in this report will be supportive of changes already underway, while others are of an instigative nature.

In fact, a significant portion of the Committee meetings were devoted to learning more about what the College is already doing and why they are seeking change. Some of the current activities include: (1) an extensive self-examination of the entire curriculum; (2) joining three national groups involved in curricular reform: Holmes, Carnegie, and Goodlad, necessitating a commitment to change; (3) numerous discussions and joint meetings with the College of Arts and Sciences (Dean Eggers of Arts and Sciences has joined the Holmes Group and has attended national meetings with Dean Hook of Education); (4) revising and strengthening admission and retention standards; (5) working with the State Department of Education on a program approval certification system; and (6) initiating a University/Public School Partnership task force to study teacher education reform.

RECOMMENDATIONS

By far the major energies of the Committee were directed toward the advisability and feasibility of the concept of a five-year integrated teacher certification program, thus eliminating the undergraduate degree in education. However, in these deliberations, a number of specific items emerged that could

be presented as recommendations. The list should not be construed as comprehensive.

The subcommittee reports served as a focus for discussion, and consensus items have been included in these recommendations. Since many of the recommendations are currently being pursued by the College of Education, this report should serve to encourage the direction in which the College is moving and to elicit support for their actions.

PRINCIPAL RECOMMENDATION

The teacher education program at the University of Wyoming should become an integrated five-year program leading to certification. Students on the "normal track" toward teaching as a career would pursue a baccalaureate degree in a field other than education. Professional requirements would be fulfilled through undergraduate electives (if an early career choice was made) and during the fifth year in the professional program of the College of Education.

After earning the baccalaureate degree, the student would enter the Professional College of Education to earn certification. The program would include courses in pedagogy and clinical experience, normally taking a year to complete. At this point the student would be employable as a certified teacher.

An example of such a five-year integrated program has been successful at the University of New Hampshire for 12 years. Analysis of the curriculum indicates that it is better than the standard four-year program in attracting and retaining students and placing them in jobs. A brief description and evaluation of the New Hampshire program is included as Teacher Education Appendix, Section C.

ANCILLARY RECOMMENDATIONS

A number of recommendations had origins in more than one subcommittee or general session. Again, these are not to be construed as a complete or comprehensive program, but rather as items the Committee believes are significant.

1. **A variety of avenues into the professional education program must be made available and encouraged.** Examination of transcripts revealed that a large number of students in education are non-traditional. It is essential that the curriculum accommodate — even encourage — these talented individuals.

2. The master's degree must culminate from a carefully designed program of professional growth including course work, an advanced internship, and teaching experience. Currently, too many master's degrees result from a "collection of hours" accumulated through convenient course offerings. A master's degree program must not be undertaken without teaching experience.
3. The all-too-common Plan B paper must be replaced by a major effort resulting in a research publication, tested curriculum component, or some other activity commensurate with the thesis required by the College of Arts and Sciences.
4. Efforts must be expended to identify and attract quality students into education. Such activities should be integrated closely with the advising in the College of Arts and Sciences.
5. High standards of admission to and retention within the professional teacher education program must be established (or maintained). Effective procedures must be developed to measure a student's progress in acquiring the effective skills necessary in teaching.
6. The College of Education must promote the concept of differentiated staffing within the public schools. The professional teacher education program must be designed to prepare teachers for differentiated staffing.
7. The College of Arts and Sciences should consider offering courses related to the field of teaching (such as learning about learning), or possibly developing an Education minor that would be available to all University students. This would increase the education literacy of any student and would enable prospective teacher education candidates to take some of the prerequisite courses required in the certification program.
8. The College of Education must take a leadership role in encouraging and coordinating education research at and between community colleges, public schools, and the University. Two immediate possibilities are: (1) establishing Instructional Research Centers (IRCs) across the state, including a coordinating center at the University, and (2) developing the concept of the Research Teacher as one aspect of differentiated staffing.

The Committee recommends the development of a network of IRCs throughout the state to be coordinated by the Wyoming Instructional Research Center (WIRC) at UW. Two basic

assumptions of the research sponsored by such centers are that teaching skills are intimately related to knowledge of subject matter and that expertise in subject matter does not guarantee strong teaching. The IRCs will: (1) provide the impetus to make changes in educational processes as suggested by national studies; (2) strengthen University-public school collaboration and emphasize the importance of teacher education throughout the state; (3) offer student teachers more extensive clinical training; (4) offer graduate students, UW faculty, and school teachers more opportunities for research; and (5) strengthen University Prep and other Developmental Schools in the state.

IRCs should be established initially at the sites identified through the Goodlad Project — Buffalo, Gillette, Lusk, Riverton, and Worland — in cooperation with nearby community colleges. Faculty for the IRCs would include members of the community college faculty, Research Teachers (described below) in the area, a UW Field Representative, and a UW faculty member. The IRC faculty would be selected by their peers for two years.

The network of IRCs should be coordinated by the WIRC at UW. The WIRC faculty may be composed of a full-time core of UW faculty appointed for two-year terms; a community college teacher appointed for a two-year term of full-time summer teaching and participation at meetings throughout the year; two Research Teachers appointed for two-year terms of full-time summer teaching and participation in meetings throughout the year; and a Field Representative appointed for a two-year term for full-time summer teaching and meetings throughout the year. As was suggested for the IRCs' faculty, the WIRC faculty would be selected by their peers at the University and in the schools and colleges. Merit evaluation for UW faculty would recognize work in the center as teaching, research, and service. Salaries for school and community colleges teachers would be funded by UW.

The WIRC would coordinate on-campus and off-campus research in teaching sponsored by faculty across the campus and, particularly, research sponsored by the IRCs. More specifically, the WIRC would function to accomplish the following: (1) coordinate and promote re-

search in curriculum development, teaching methods, learning, research methods, test preparation, test grading, and selection of subject matter; (2) demonstrate effective teaching through workshops on campus and off for student teachers, UW faculty, and UW graduate students and teaching assistants; (3) offer courses, institutes, and workshops on campus and off in teaching in various content areas; (4) supervise student teachers in the state; (5) train Research Teachers to supervise students in the internship program; and (6) improve teaching at UW.

Research Teachers would be selected by peers in the schools, colleges, and University to coordinate research and development on teacher education in the schools. These teachers would be master teachers in classroom practices, but they will also be recognized by their colleagues as committed to professional development and research. They, in cooperation with UW Field Representatives, will improve the clinical experience of student teachers by involving them in research, curriculum development, and teaching methods.

The concept of Research Teachers will motivate teachers in the schools to continue their development as teachers and as mentors of new teachers and colleagues. This concept also differentiates among teachers according to their skills, experience, and abilities and provides avenues for the professional advancement of teachers in areas other than administration.

CONCLUSION

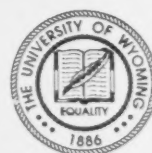
The College of Education is currently in a state of evaluation and change. Its various departments have recently completed the normal University review process. Additionally, a Priorities Planning Committee composed primarily of individuals outside the College met in 1986 for a college overview (see Teacher Education Appendix, Section D). Currently, numerous study groups are at work within the College examining a number of issues or situ-

ations with change in mind. The primary contribution of the Centennial Committee on Teacher Education is to say "change is needed," "continue and expand upon the activities already begun," and — most importantly — "respond to the suggestions proposed by the national study groups, modified as they might need to be by the demographics unique to Wyoming." In particular, the College of Education should move toward an integrated five-year program with prospective teachers receiving a baccalaureate degree in a field other than education prior to full-time enrollment in a Professional College of Education for a year-long program leading to state certification.

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APPENDIX



CURRICULUM

SECTION A

GENERAL EDUCATION, UNIVERSITY COLLEGE, AND UNDERGRADUATE SEMINARS
SUBCOMMITTEE REPORT

May 2, 1987

The subcommittee met several times, usually in small groups of three to five, and worked through questions that pertain to establishing University-wide general education, with a focus on the lower division. We included what we knew of the findings from other campus groups in our deliberations, but we took our role to be speculative—and for the most part we did not feel constrained by political or economic considerations.

We claim to be responding not only to the needs of our students but also to the special conditions of the University. A clear and strong program of general education and academic advisement is a necessity in a university with open admissions. Also, in our view, we can take better advantage of our situation as the only university in a state with a small number of community colleges and public school districts by learning to cooperate in the area of general education. Finally, this seems a good time for fundamental changes in the University curriculum, as there is a new level of cooperation among the academic colleges, sanctioned by a new central administration. In this context, we offer the following recommendations to the larger Curriculum Committee.

1. We should formally establish a University College, into which all freshman will matriculate and other students will transfer. There, students will satisfy certain all-University requirements for general education and prerequisites for the major programs of their choice; students will apply for acceptance into major programs when basic University requirements for general education are satisfied, but no sooner than completing thirty hours of course work.
2. The University College should be a full-fledged academic college on the order of the Graduate School, with its own administration and separate budgets but with no exclusive faculty or degrees; faculty who teach and advise in the University College will be appointed members of the University College faculty, but they will be tenured as members of academic departments in other colleges. Supervision of the University College curriculum and advis-

ing will be the responsibility of a single administrator (Dean of the University College) and an advisory committee (the General Education Advisory Committee).

3. We should cooperate with community college and high school teachers and administrators in developing a Core Curriculum as a part of University general education requirements. Such a curriculum must meet the present requirements of the legislature and the University, and it must also allow students the latitude to start a professionally oriented major, such as engineering or music. We propose the following requirements, to be met by all University students before acceptance into a major program:

Freshman Seminar	8 credits
Mathematics	4
Laboratory science	8
Foreign language	4
Civics	3

- The Freshman Seminar is assumed to address the all-University composition requirement. Because it is a seminar (with about 12-15 students per class), there will be direct attention to the skills of speaking and listening as well as reading and writing, and the substance of the course will be similar to that of the current Freshman Honors course, a comprehensive historical survey of civilizations, explicitly to include attention to the fine arts. (Such a broad course can be offered with alternative emphases or foci, e.g. science and technology, the arts, women and minorities.) This course will be taught by the best faculty that can be enlisted, and the entire University faculty will be invited to participate.
- All University students will be required to complete either the introduction to finite mathematics (304) or the first semester of calculus (311)—or will demonstrate an equivalent proficiency to the satisfaction of the Mathematics Department. Students whose proficiency in mathematics places them in prerequisite courses (300 or 301) will receive credit for these prerequisites only if

such credit does not duplicate high school credit. (Within four years of instituting these requirements, the University will not grant credit for 300 or 301.)

- The laboratory science requirement can be met with a variety of approved fundamental courses; all will explicitly include attention to the history and philosophy of science.
- Proficiency in a foreign language will be demonstrated by the completion of the third semester course in that language (420) or by an equivalent level of performance on a proficiency examination, as determined by the Modern Languages Department. Students taking lower-level language courses (300's) will receive credit for them only if such credit does not duplicate high school credit.
- We recommend that University legal counsel look into the legislative mandate for instruction in U.S. and Wyoming Constitutions, as there seems to be some ambiguity about whether the University should require course work in this area, especially if it duplicates high school courses. A single civics course (but with a broad historical character) should be developed to satisfy this requirement if necessary, but again, such a course should not duplicate high school credit—or should be offered for credit only to students who have not studied the subject in high school.
- We recommend discontinuing the P.E. requirement and at the same time developing expanded intramural and club sports; courses in physical fitness should remain available for credit.

4. University general education should extend throughout the undergraduate career. We recommend instituting additional requirements of general education courses to be completed at any point in the baccalaureate program. Students will be required to complete four hours each of 400-level courses in the areas of humanities, fine arts, and social sciences; these courses will be designed for general education and approved by the General Education Advisory Committee. In addition, all major programs in the University will offer senior seminars as capstones to the undergraduate experience; students will apply the skills of reading, writing, speaking, and listening in advanced study within their major areas.

5. Advising should be reorganized to meet the needs of students in the University College, and advising should be recognized as a primary responsibility of the faculty. The mechanics of registration should be regarded as incidental to academic advising and academic counseling, conducted by professional educators. We propose that students be assigned University College advisors from among the University College faculty, assuming that this faculty is large enough to minimize the number of University College students per faculty member. Major program advisors should also be made available for consultation by University College students.

6. General Studies majors should be developed within the College of Arts and Sciences to meet the needs of students who do not elect a major or for whom a general degree is most appropriate, e.g. students interested in teaching at the elementary level. The current Plan V options should be examined in this context.

SECTION B

HONORS COLLEGE SUBCOMMITTEE REPORT

April 30, 1987

As you know, our subcommittee has been considering the possibility of instituting an Honors College at the University of Wyoming. What follows is one possible proposal that could bring this about.

Since UW can now boast the existence of a developing Honors Program, to some extent we are considering both expansion and a new mission. Without question, the changes we are considering would change both the face of the Honors Program and the University. Thus far almost everyone involved has

viewed almost all of the possibilities as good ones. Nevertheless, it might be useful to begin by setting out our current situation so as to provide context within which proposed modifications can be considered. Most would agree that the following, brief observations are characteristic of our program as currently structured. Specifically, the UW Honors program (1) employs a half-time faculty director and a program assistant, (2) offers a core curriculum of challenging and interesting courses (with a liberal

arts emphasis), (3) supports a fairly active student group, Wyo HAS, (4) has been transformed, only quite recently, from an A&S program into a University-wide one, (5) provides—with notable exceptions—very little support of, or compensation to, participating faculty, the backbone of the program, (6) employs no full- or part-time, resident faculty, (7) is not degree granting, (8) utilizes a selective admissions procedure, (9) includes no residential program for students (i.e., "Honors Dorm," etc.), (10) awards several tuition stipends each year, and (11) by definition is somewhat exclusive.

Now, before continuing on with specific new proposals relevant to UW's program, let us briefly describe some of our findings concerning other Honors Colleges and Programs nationwide. Over the past few months we have been in contact with several program and college directors and deans, respectively. Contacts that were especially useful were those with officials at the University of Oregon, the University of Pittsburgh, the University of Georgia, and Michigan State. In tabular form, the following observations were noted in contacts and correspondence with the Honors administrators:

Some Observations Characteristic of Strong Honors Colleges and Programs

College Model	Program Model
Strong direction (Full-time Deans, Directors)	Half-time Directors typical
Program assistants	Similar
Direct faculty compensations	Similar
Direct faculty department compensation	Similar
Residential faculty common	Residential faculty a rarity
Student residential facilities rare	Similar
Selective admissions typical	Similar
Student stipends/awards typical	Similar
Degree granting characteristic	Very rarely
Active student groups common	Similar
Core curriculum common	Similar
General education emphasis	Similar
Sense of "exclusivity" typical	No so pronounced
Campus-wide service function important	Not usually as extensive

An inspection of this list suggest that Honors Programs and Colleges have more things in common than not. Actually we appear to match up quite well on most of the predictors listed just above (e.g., general education emphasis, selective admissions). Still, important differences do exist. But the question is, what does all of this mean for UW? Why transform our program into a college? What would the goals and benefits of such a change actually be?

In fact, it is difficult for us to imagine any group on campus or in the State that would be hurt by the formation of an Honors College at UW. Indeed, the positive effects would be so broad and basic that everyone should benefit. Hence, at this stage it might be best to specify certain goals and benefits that would be realized through the formation of an Honors College, by identifying several, specific proposals that could bring this about. These are:

1. Continue the formalization and organization of curricula for strong students, underscoring UW's commitment to quality undergraduate education. (This will almost certainly have the long-term effect of facilitating student recruitment University-wide.);
2. Maintain the commitment on our part to facilitate the reality and the perception of reality among these students that they are special on this campus, while simultaneously attempting to reduce perceptions of "elitism" (see below);
3. Increase the number of Scholar's Stipends (i.e., scholarships for Honors College students) awarded per year to 30 (18 such awards now "roll-over" each year);
4. Facilitate a sense of community and identity among strong students in the College, especially through support of WyoHAS. (It might also be useful to include representatives from the office of the Associate Vice President for Student Affairs in this effort.);
5. Continue to utilize selective admissions criteria, based primarily on academic performance (but allow the Director the discretion to admit special and unique, or "nontraditional," talented students);
6. Encourage talented but nontraditional students (i.e., minorities, older students, etc.) to participate in the program;
7. Award an Honors College Degree upon completion of the program;

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8. Facilitate the perception of the importance of the Honors College by naming it after a popular Wyoming leader (e.g., the Herschler Honors College, Simpson Honors College, etc.);
9. Encourage, facilitate, and financially compensate faculty who teach in the College (perhaps through summer course development awards, etc.);
10. Use any and every mechanism that is fair and appropriate to encourage the best instructors in the University to teach in the College;
11. Fairly compensate home departments of faculty who teach in the College;
12. Hire three to five new resident College faculty to teach in the core, with half-time appointments in Honors and an academic department, thus strengthening the basic mission of the University;
13. Encourage leading figures at local, national and international levels to assume residence annually and teach a small number of courses in the Honors College as visiting "Chairs in Honors Studies";
14. Facilitate and support regular visits and presentations to the College and campus by significant scholars and artists, local and national leaders, and so forth. (A campus-wide service function such as this would help to reduce fears of elitism and make obvious the utility of the Honors College to the entire University.);
15. Facilitate the efficient operation of the College by hiring a director or dean and an associate director or dean (both half-time), as well as a program assistant and a secretary (both full-time). (Two half-time administrators will provide a critical mass for creative program operation and development while allowing these "faculty administrators" to continue both their teaching and research.);
16. Facilitate and interact with University-wide general education efforts (e.g., Freshman Year) and provide a campus-wide networking source and mechanism on academic matters in general. (Our rationale here is that the Honors College itself, its instructors, courses, programs and so forth, should function as optimal "models" for all other parallel academic efforts on campus.);
17. Coordinate new Honors student recruitment efforts — at both State and national levels — with the Office of Admissions;
18. Articulate with any or all Honors Programs that may come to exist in Wyoming's community colleges;
19. Organize as a division within a University or General College;
20. Place the Honors College in an attractive, sufficiently large, and centrally located facility on campus;
21. Reserve two or three floors in one of the dorms for those Honors College students who would like this option.

All of these initiatives could be implemented in a gradual transition that might require one to two years, once a decision were made to go forward. The cost would be ca. \$250,000 to \$325,000. For the record, we are currently spending about \$175,000 per year on our Honors Program. Hence, we are not really talking about massive infusions of funding to transform our program into a *bona fide* Honors College. In conclusion, in the "leaner and meaner" atmosphere of competition for undergraduate students at the collegiate level, which will likely continue well into the next century, the formation of an Honors College at UW will, simply, make us more competitive.

SECTION C

INTERDISCIPLINARY TEACHING AND RESEARCH SUBCOMMITTEE REPORT

May 2, 1987

ALTERNATIVES FOR UNDERGRADUATE INTERDISCIPLINARY PROGRAMS

Inquiries were sent to Vice Presidents of Academic Affairs or Provosts at 20 "comparator" institutions and 13 public institutions in the West, for a total of 33 institutions. Replies are still being received; however, data are available from 15 institutions. In addition, a comprehensive interview was conducted with a member of the Interdisciplinary Studies faculty of the UW College of Arts and Sciences, Dr. Eric Sandeen, Director, American Studies. Institutions and individuals were asked to share information on interdisciplinary cross-college programs in terms of:

1. types of program
2. administrative "homes"
3. government or management
4. budgets

Table 1 is a summary of the information received from the 15 respondents. The information was useful in formulating the tentative recommendations for establishment of interdisciplinary programs at the University of Wyoming. The information received may have been more helpful in determining what not to recommend than what to recommend. For example, even though a few institutions have centralized management at the level of the Vice President for Academic Affairs, most institutions do not recommend this model. The Vice-President's or Provost's office is too far removed from the specific operations of these programs. Respondents agreed that there are many problems with the management of interdisciplinary programs. Dr. Julius Elias, Interim Vice President, University of Connecticut, indicated, "If I might enunciate some painful lessons, it is that school and department structures are not only the enemies of innovation in developing disciplines, but also of interdisciplinary work." While this assignment has affirmed that our problems at UW are fairly common, it has not dampened the enthusiasm of this committee member for attempting to implement interdisciplinary programs. As indicated by Dr. Richard J. Hill, Provost, University of Oregon, "While interdisciplinary programs are often hampered by 'turf' difficulties, these programs also provide many stimulating opportunities for our students and faculty."

A summary of information from responding institutions is attached, along with some preliminary recommendations for further committee discussions

PRELIMINARY SUMMARY OF FINDINGS

1. While there are exceptions, most interdisciplinary programs at the undergraduate level are certificate or endorsement programs rather than degree programs.
2. There is a great deal of commonality among institutions in types of interdisciplinary programs. While there are more programs in Arts and Sciences, common professional interdisciplinary certificate or endorsement programs are Gerontology, Marriage and Family Therapy, Criminal Justice. Few interdisciplinary programs were found in Engineering, Business, or Education. (An example of one interdisciplinary program with Arts and Sciences and Engineering is Computer Science Applications program at CU-Boulder, which requires 30 hours of Engineering for Arts and Sciences majors.)
3. Interdisciplinary programs often have many participating departments — as many as 10 in some instances.
4. Cross-college programs are generally administered by sponsoring colleges or departments, rather than a centralized university office. Exceptions are the University of Nebraska-Lincoln, University of Idaho, University of Georgia, and Colorado State University.
5. Programs are generally governed or managed by interdisciplinary faculty committees.
6. Most universities have some kind of policy with regard to the development of interdisciplinary programs.
7. Vice Presidents of Academic Affairs, while admitting the problems with interdisciplinary programs, were enthusiastic about them.
8. Interdisciplinary programs are popular with students. For example, the International Affairs program at the University of Colorado has approximately 500 students participating from many departments.

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9. Budgeting is *ad hoc* and generally minimal. Where budgets exist, they appear to be administered by an Associate Dean's Office.

10. Creativity is more important than money for the establishment of interdisciplinary programs.

11. Less emphasis on counting "majors" would appear to facilitate the development of interdisciplinary programs.

RECOMMENDATIONS

The University of Wyoming is missing important opportunities for recruitment and education of students because of a lack of appropriate cross-college interdisciplinary programs. Such programs give universities flexibility in meeting emerging needs for interdisciplinary education, provide a framework for faculty interaction, and recruit additional students. Currently, students at the University of Wyoming are penalized because of the lack of opportunity to participate in exciting interdisciplinary education experiences. Since other institutions find that interdisciplinary programs cost little to implement, the establishment of more interdisciplinary programs is feasible for the University of Wyoming, even in a period of fiscal constraints. The subcommittee on undergraduate interdisciplinary programs makes the following recommendations:

1. An urgent need exists for policy and guidelines for the development of cross-college interdisciplinary efforts at the University of Wyoming, including

certifications, endorsements, majors, and minors. While a model exists within the UW College of Arts and Sciences, no university-wide policy exists for the development of interdisciplinary cross-college programs at the undergraduate level.

2. The Vice-President for Academic Affairs or designated representative should appoint an *ad hoc* committee for the development of UW guidelines for the establishment of interdisciplinary cross-college programs. Guidelines should address both policy for development of interdisciplinary curricula and procedures for implementation. Every UW College should be represented on the committee. Appropriate participants might be the associate deans, as well as representatives of the Academic Planning Committee.

3. The Interdisciplinary Programs Office in the College of Arts and Sciences might provide the leadership for the *ad hoc* committee in the establishment of university guidelines.

4. Guidelines developed should include a mechanism for involvement of the University Libraries in determining adequacy of available library resources for proposed interdisciplinary programs.

5. Since implementation of these recommendations is not dependent upon additional university resources and has the potential to maximize use of current resources for meeting the educational needs of students. Implementation could proceed as early as Fall, 1987.

TABLE 1
DATA ON INTERDISCIPLINARY PROGRAMS

Institution	Interdisciplinary Programs	Administrative "Home"	Governing Group	Budget
Colorado State University	Asian Studies Cellular & Molecular Biology Criminal Justice Ecology Ethnic Studies Folklore Gerontology Latin American Studies Religious Studies Women's Interdisciplinary Program Youth Agency Administration	Deans or Dept Offices	Faculty Committees	Dept or College

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Institution	Interdisciplinary Programs	Administrative "Home"	Governing Group	Budget
Louisiana State University	Rural Sociology Fine Arts-Studio Art History Dairy Science Environmental Health Russian Studies Business & Public Administration	Initiating Offices	Faculty Committees of Participating Depts	Dept Budgets/ little or no additional support
Colorado University-Boulder	Computer Science Environmental Conservation International Affairs Women's Studies Film Studies	Associate Deans' Office	Associate Deans and Faculty Committees	Some additional funds in Assoc. Deans' Offices
University of Georgia	Marriage & Family Studies Afro-American Studies German Studies French Studies Latin American Studies Asian Studies Medieval Studies Global Policy Studies Gerontology Environmental Ethics Women's Studies	Varies - Departments or VP for Academic Affairs or Graduate School		
Washington State University	Aging Asian Studies Black Studies Chicano Studies Chemical Physics Environmental Science & Regional Planning Literary Studies Nutrition Women's Studies Genetics & Cell Biology Criminal Justice	Varies	Faculty Committees	Varies by Program
University of Connecticut	Medieval Studies Comparative Literature Individualized Majors Judaic Studies Puerto Rican Studies	Faculty Committees	Faculty Committees	Ad hoc basis

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Institution	Interdisciplinary Programs	Administrative "Home"	Governing Group	Budget
University of Utah	Film Studies Musical Theatre Linguistics Women's Studies University Studies	Department or Deans' Offices	Faculty Committees	No separate budgets- Departmental budgets used
University of Nebraska/ Lincoln	University Studies - individual programs - recent examples: Humanistic Psychology Lactation Consultation Dance Therapy Arts Managements Professional Communication Story Telling Native American Law Czech Studies	University Studies Program	Inter-disciplinary Group of Faculty "Fellows"	University Studies/ College of A & S
University of Oregon	American Studies Asian Studies Folklore & Ethnic Studies Gerontology International Studies Women's Studies	Colleges	Inter-disciplinary Faculty Committee	Colleges
Colorado State University	Food Technology Home Economics Hispanic Studies Honors Program Asian Studies Russian Studies East-Central European Studies African Studies Latin American Studies Women's Studies Youth Agency Administration	Varies with type Program: Degrees-Dept or College Certificates- Division of University Studies, Provost's Office or Office of International Programs	Participating Faculty with a governance structure	Varies, but minimal
University of Tennessee	American Studies Humanities Life Sciences J.D/M.B.A. "Dual Degree"	Interdisciplinary Studies Department with dual appointments/ Individual Departments Cross-listing only	Faculty Committees	No information

Institution	Interdisciplinary Programs	Administrative "Home"	Governing Group	Budget
Arizona State University	City & Regional Planning Energy Studies Environmental Studies Film Studies Linguistic Studies Adult Development & Aging Bioengineering	Varies according to program	Faculty Committees	Dean's offices or Academic Units
University of Idaho	Interdisciplinary Studies - student designs individually with two or more departments participating	L. & S. College	Dean's Office and Faculty Committee	none
University of Illinois	Gerontology	Specialization offered in 10 participating departments	Committee of Faculty	Departments
University of Missouri	Black Studies Peace Studies Women's Studies Film Studies German Area Studies Russian Area Studies	College of Arts & Sciences	Paid Directors or Committees and Chair	Paid Directors or none, depending upon program

SECTION D

THE WYOMING FRESHMAN YEAR
REPORT OF THE FRESHMAN YEAR STEERING COMMITTEE

July 23, 1987

Barbara Chatton, Education
 Gladys Crane, Coalition for Academic Success
 Charlotte Davis, Student Services
 Duncan Harris, Co-Chair, General Education
 Walter Jaehnig, Arts and Sciences
 Joseph Kunsman, Co-Chair, Agriculture
 Madonna Miner, Women's Studies
 John Mutti, Commerce and Industry
 Gene Pratt, Center for Academic Advising
 Bryan Schuck, ASUW
 John Steadman, Engineering

INTRODUCTION

In June of 1986 President Veal appointed a Freshman Year Steering Committee composed of representatives from every college, from various student services, and from the student body. He charged the Committee to describe feasible general policies, structures, and goals for strengthening the freshman year at the University of Wyoming. The Committee was made responsible for investigating the concept of a university college, identifying current initiatives which might appropriately be coordinated into a university college designed primarily for freshmen, and describing a core of common courses which

reflect the strengths of the University and the needs of students in their undergraduate years and in their future lives.

The Committee has met weekly since the fall of 1986 to discuss and argue, propose and compromise, joke and despair. We have collected available data about the University and requested new reports and studies. We have studied descriptions and evaluations of freshman programs at a variety of public and private institutions in other states. In January of this year, we distributed a preliminary list of proposals and suggestions to faculty, students, and staff, both by direct mail and as part of an ASUW supplement in the *Branding Iron*. We solicited responses and met with individuals and groups to gather their suggestions and criticisms. Several suggestions have been adopted, and other comments and criticisms have been taken into account.

The events of the last year have caused us to assess and reassess our work: furloughs and funding cuts, resignations and appointments, the selection of a new president, the election of a new governor, the nomination of new trustees, the continuing celebration of the University's centennial, and the creation of the Trustees' Centennial Committees have all affected our decisions and proposals. We have debated whether now is the time to draw in our horns, to solidify and defend what are certainly respectable and productive programs at the University, and to await more settled circumstances to promote change. We have also considered whether we can and should take advantage of the times and make bold recommendations for significant restructuring of undergraduate education.

In writing about Ernest Boyer's latest Carnegie report on the undergraduate college, Peter Brooks sees "a curious, contradictory, and very American blend of pessimistic analysis and unsinkable optimism about the value and the possibilities of education."¹ These words could as easily describe this report. We are confident that the University does no worse for its freshmen than many similar institutions; but the circumstances at those similar institutions give little comfort. Ernest Boyer's *College: The Undergraduate Experience in America* makes this assessment:

We found that the undergraduate college, the very heart of higher learning, is a troubled institution. In a society that makes different and contrary demands upon higher education, many of the nation's colleges are more success-

ful in credentialing than in providing a quality education for their students. It is not that the failure of the undergraduate college is so large but that institutional expectations often are too small.²

Boyer's pessimism about the present state of the undergraduate college is indeed balanced by the optimistic thought that we can and should raise our expectations. We believe that the University of Wyoming can, with strong support from faculty and staff and with able leadership from administration, become a center of excellence in undergraduate education.

This report is like a small tree with many roots. Much of the information, ideas, suggestions, and criticisms contributed by students, faculty, and staff will be evident, but much that has nourished our work remains invisible. Visible or not, the help we have received has been much appreciated.

FRESHMEN AT THE UNIVERSITY OF WYOMING

The life of freshmen at the University is not unlike freshman experiences at other large state universities. New students feel the exhilaration and the anxieties of being on their own for the first time. They confront the bureaucracy needed to keep a large organization running and resent the anonymity which accompanies efficiency. They are crowded into dorms, eat institutional food in vast and impersonal dining halls, and work hard at creating for themselves physical and psychological maps of their new environment.

Like many freshmen elsewhere, they confront serious academic choices. Parents, friends, and university forms and faculty repeatedly ask them what classes they are taking, what major they are pursuing, and, implicitly, what job they are going to get at the end of their university career. They are asked to make needlessly difficult choices and to commit themselves to apparently narrow paths on the basis of inadequate or even nonexistent knowledge.

Then they troop off to classes, hoping on the one hand that the coursework will be comfortably like high school and eager on the other that classes will be more interesting, more stimulating, more relevant than what they have had in the past. If they are lucky, they will find some of both and a peer or mentor who will help them deal with the differences. Because of spring preregistration, some will find that the courses they most want are closed to them.

They will also typically find some very large courses (most often taught by permanent University faculty) and some classes similar in size to their high school courses (most often taught by teaching assistants or temporary faculty). They may encounter a lab assistant whose speech and manner they find hard to understand, and the demands and expectations of many faculty will be unfamiliar. Because the courses are introductions to different areas of knowledge, they will see little connection among the subjects they are studying, and they will receive little help and few incentives to make those connections for themselves. They may hope that things will come together and make more sense when they get into their majors. One-third will end their first semester with a grade point average below 2.0. After the spring semester, thirty percent will still have less than a C average, despite significant attrition between semesters.³ None of these experiences is uncommon at other universities. Most students accept them as facts of freshman life.

But these facts are changing, both here and elsewhere. Nationwide, universities are putting their best faculty in freshman courses. They are developing freshman seminars and freshman orientation courses to help students through the transition from high school to college, and they are revamping advising programs to give more attention to the larger needs of freshmen. Several new programs have been initiated at Wyoming.

- The Mathematics Placement Exam has been revised so that students are more likely to take the course appropriate to the level of their skills. A Center for Advising and Mathematics Placement (CAMP) has been established to help interpret the results of the exam.
- The College of Engineering has reduced the size of its introductory courses and staffed them with permanent faculty.
- The Golden Apple award has been created for excellence in freshman teaching.
- The College of Agriculture is initiating an orientation course for all of its majors.
- A new, rigorous training program for foreign teaching assistants develops their speaking and listening skills and instructs them in the conventions of American classrooms.
- An extended orientation program for the graduate students who teach freshman English has

significantly reduced complaints about that course while improving the quality of instruction.

- An Associate Dean of Students for Freshman life has been appointed.
- The Dean of Students Office has initiated an early warning program which encourages faculty to identify freshmen students who are having trouble so that appropriate help can be given.
- A Freshman Council composed of students from the freshman class has been created and meets regularly to discuss relevant concerns.

It is too early to assess the effect of most of these initiatives on long-term trends. Attrition at Wyoming is five to seven percent higher than at comparable universities,⁴ and we attract an unusually low percentage of graduating Wyoming high school students: only 16% come to the University as freshmen.⁵ We don't attract and we don't retain students at the rates national figures would lead us to expect. There are obvious economic consequences of these figures: tuition income is hurt and dormitories stand empty. The recent report of the Committee on University Resources and Enrollment (CURE) spells out the effects and suggests some remedies.

High attrition and low enrollment figures are only a symptom. While attracting and retaining more students may make us a better institution, becoming a better institution should enable us to attract and keep more students. Simply to focus on enrollment and retention cannot be justified. Because we are an open-door university, we offer Wyoming high school graduates the opportunity to try college. It is predictable and even desirable that many will discover that they are not ready for higher education. Others will recognize that they do not want a college education. We cannot and should not try to be the broad highway to every goal. But there are reasons to think that a significant number of students leave the University too soon, and we know that many Wyoming students leave the state to attend colleges which offer far less in choice and quality than we do.

We certainly need to make more broadly understood the genuine quality of the undergraduate education we can provide, but we also need to accompany these words with deeds. Exemplary programs at other universities demonstrate that we can do more than we do, and conversations with our

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own students frequently show us how we might improve. The task of the Committee was to point out what needs to be done, to suggest mechanisms for accomplishing the goals, and to seek the means to bring these goals to life.

In thinking about needs, goals, and means, we were forced to recognize that there are special circumstances, special problems, and special opportunities which would make difficult or undesirable the neat transfer of solutions developed elsewhere. College and departmental divisions at the University are particularly strong, and often the first response to a suggested change is a list of the problems which the change would cause for a college or department, not what the change might mean for the majority of students. Any recommendation needs to take into account the voices of the different units on campus.

The autonomy of departments and colleges is also a strength: one student said, "If you want a degree in Engineering, go to Wyoming." Another came here because of the high reputation of the Geology Department, although his prospective major is in education. Other facets of the University's reputation are less positive. Wyoming's ranking on *Playboy's* list of party schools may seem inconsequential, but partying at the University supplies a major theme of Wyoming folklore. One freshman wrote that "some of my friends went elsewhere because the partying reputation scared them off; they thought that they couldn't get a good education." While most graduates are pleased with the education they have received, and most undergraduates think that their courses are good, the word does not reach many of the folks back home: "Even my counselors advised me to go elsewhere unless I played basketball." A poll of Wyoming students who left the state for college showed that the reputation of UW affected the decision of almost one third to go elsewhere. Only 12% of a survey of 1072 students attending UW cited faculty reputation or institutional prestige as a reason for enrolling.⁶ Some students worry "about getting jobs with highly recognized companies after graduation from UW because of the attitude that many people hold towards Wyoming." One Wyoming student decided to go to Columbia "so that he could get a job. He said that UW grads don't have a big name school behind them so they wouldn't find the good jobs." Another student said, "If I graduate from here I might not be able to get into a law school with the reputation of Harvard's or Georgetown's." Of

course our students do go to Harvard and Georgetown, they win Mellon Fellowships and go on to do graduate work at Stanford, and they find jobs in large corporations. But attitudes are important, and changing them requires not only real improvements in undergraduate education but the very visible appearance of improvement as well. The importance of visibility has contributed to our recommendations.

The rural or small-town backgrounds of our students and the location and size of the University have affected our recommendations as well. Many of our students have spent the majority of their lives in Wyoming, and they are used to small town friendliness and a manageable human scale in their communities. In prospect, the size of the University is sometimes daunting, particularly the size of some of the larger classes: "The thing that worried me most was the large class sizes—I didn't know if I would like sitting in an auditorium for class. It just didn't seem like the kind of personalized instruction I got in high school. Large classes displeased me most." For other students, Laramie epitomizes what they like least about Wyoming: the isolation, the long, cold winters, the wind, and the barrenness. A student complained that "the grounds on the university aren't greener longer. It is kind of depressing when all of the life around here is dead." For some students the school is too alien; for others it is too much like what they already know. In response to such perceptions, one former dean of Arts and Sciences proposed putting the University in trailers and traveling the southern states during the winter. While we don't advocate moving the university (or recommend a moving university), we have thought long about the problems of size, isolation, and the desire for change.

We offer the following recommendations with the certainty that not everyone will agree to them. We know that versions of them have worked well elsewhere, and we believe that they can work well here. But complicated problems often have multiple solutions, and despite the many suggestions we have received, there may well be far better answers than those we propose. Nevertheless, we firmly believe that doing nothing while we wait for truth is the worst alternative.

UNIVERSITY STUDIES CURRICULUM

The need for a basic freshman curriculum may not be apparent, but we are satisfied that there are

grounds for making certain requirements for the freshman year. We were surprised to discover that 29% of students do not complete two semesters of freshman English in their first two semesters and that 39% do not enroll for a college-level math class in that period. (These figures are based on an analysis of a random sample of the transcripts of baccalaureate students who graduated in the spring of 1986.) The development early in the college career of strengthened verbal and computational abilities should improve all later course work and allow the subsequent instructors to expect certain minimal levels of proficiency. Permitting students to take freshman English and basic college math in the senior year, as unfortunately happens from time to time, places irresponsible burdens on the students, their instructors, and the curriculum which they have studied. Other core courses likewise provide foundations for the broad, contextual understanding of more particular work in specific disciplines.

In formulating the following curricular recommendations, we adhered to three basic criteria: first, each recommendation should provide students with knowledge important both to any major which they may later elect and to the conduct of their later lives; second, each recommendation should be compatible with disciplinary courses of study which require certain courses in the freshman year if students are to graduate in four years; and third, the curriculum should allow time for students to explore a variety of fields or to begin study in their prospective majors.

I. We recommend that students complete a core of common requirements before they elect a major. The core consists of five requirements which may be fulfilled in a variety of ways.

1. The all-University composition requirement. 6-8 hours. Currently this requirement can be met with any of three different course sequences in the English Department or by the first year course in the University Honors Program.
2. The all-University required study of the constitutions of the state and federal governments. 3-5 hours.
3. One laboratory science course. 4 hours. This requirement may be fulfilled by an approved introductory course in either the physical or biological sciences.
4. One college-level math course. 3-5 hours.

5. One approved course in the Humanities, Fine Arts, or Social Sciences. three hours.

Depending on the courses selected, this curriculum would take from 19 to 25 credit hours to complete. Approval of courses for each category would rest with a representative committee established for that purpose.

We are identifying these requirements because they provide essential foundations for further study and exploration. Because the courses in these categories would be identified as part of a university curriculum, we feel that they deserve continued attention. It would be wrong to suggest that these courses are now the University's stepchildren, ignored, unwanted, or exploited. Several have in fact been the focus of innovative experiments in curricular organization, teaching methods, and delivery. However, none has been subject to university-wide priorities and none has been reviewed within the context of a common core. Most of them are among the largest at the University or are often taught by temporary staff, graduate students, and, occasionally and in part, upper division undergraduates. Because these courses will be populated by a majority or plurality of freshmen, they deserve scrutiny in light of the highest academic and pedagogical standards and of the expectations and abilities of new students. What do we say about our regard for freshmen if we provide them with massive courses and cheap teachers? Further, is it educationally responsible to take students from a small, rural high school and throw them into a lecture auditorium with two to three hundred other students? Should we turn inexperienced freshmen who have just graduated from high school over to inexperienced graduate students who have just completed their own college degrees? Small classes are not the solution to every problem, and many graduate students are dedicated and successful teachers. Identifying a core curriculum is the first step in reorienting priorities.

II. The second major curricular recommendation is the creation of a three-credit hour Freshman Seminar taught by faculty to small groups of new students. It should be initiated as a pilot program. Identified as FOCUS courses (Freshman Orientation through a College/University Seminar), these classes would be designed to model the values, traditions, and methods of the academic community. They would differ from the more often seen orientation courses in that they would center upon a

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specific academic area rather than inculcate a knowledge of the skills, resources, geography, and sociology needed to adjust to campus. While conventional orientation courses can be successful in increasing student persistence, they fail to deal with academic achievement beyond the important but superficial techniques of note-taking, examsmanship, and budgeting of time. The Freshman Seminar is designed to foster and demonstrate the more complex academic values of inquiry, research, verification, interpretation, and controversy.⁷

Certain basic criteria would shape the course:

1. Courses would be taught in sections of 15 students.
2. Courses would be taught by permanent faculty who are noted for excellence in teaching and who are rewarded for the job.
3. Courses would use primary texts whenever possible and have an historical dimension. When appropriate, teachers of these courses would be encouraged to draw upon and contribute to a "Common Shelf" of books and articles.
4. Courses would be self-consciously and instructively cross-disciplinary so that students would actually learn about and be able to distinguish among the sorts of questions asked and the kinds of truth sought by the major divisions within the academic community.
5. Courses would emphasize intellectual inquiry, even at the expense of more powerful coverage of the relevant material.
6. Courses would have a significant component of reading, writing, and speaking.
7. Courses should, if possible, be taught in nontraditional settings—dorms, faculty homes, student apartments.
8. Courses should have a practical component, an immediate public or private issue to which the work of the course would relate.

While the subject matter of the FOCUS courses will vary, they should be designed to fulfill one of the categories in the Freshman Core. FOCUS courses would be reviewed by an appropriate committee established for the purpose. Every undergraduate college would be expected to contribute courses to the program.

The FOCUS Project should provide an effective academic orientation to the world of the University

by exploring a foundation area. It should benefit the University by creating small learning communities within the complexity of campus life. It should benefit students by conveying in the most immediate way the excitement of learning. It should benefit faculty by providing an opportunity to explore ideas and techniques not regularly a part of normal teaching responsibilities.

III. Our third major recommendation derives from a former and long-lived practice in the College of Engineering. Because the engineering curriculum was standardized, it was possible to register students in blocks of two or more courses. With a core curriculum in the freshman year, the procedure could be revived. The benefits of such a revival would be numerous. Students who move in a block from Freshman English to Political Science or Biology or from Math to Chemistry would have a *de facto* learning community and would as well have an opportunity to form social ties. Further, the possibility of integrating work from two related courses could create islands of coherence in a freshman curriculum which is now marked by the study of apparently mutually exclusive subjects.

IV. While we feel that a limited amount of prescriptiveness will foster excellence in the freshman curriculum, we strongly believe that the greatest amount of choice is essential as well. Since the institution of spring preregistration, new students are closed out of freshmen courses which earlier fill with continuing students. If we are to make freshmen a genuine priority, we need to reserve places for freshmen in some of the more popular classes so that when they register during summer orientation they have the opportunity to take the courses they most want or need. To make sure that reserved spaces do not go unused, we recommend that students have the chance to register on waiting lists for closed classes, with the understanding that they can be placed in the class if space becomes available. An additional benefit of this system would be to allow departments to redeploy faculty knowledgeably if certain courses are underenrolled.

FRESHMAN FACULTY

The importance of faculty to the success of a freshman year program cannot be exaggerated. Many different curricular designs can work, advising and orientation can take many shapes, and organizational structures vary widely, but the key element is the active participation of competent and committed

faculty. A. W. Astin concluded that

Student-faculty interaction has a stronger relationship to student satisfaction with the college experience than any other involvement variable, or, indeed, any other student or institutional characteristic. Students who interact frequently with faculty are more satisfied with all aspects of their institutional experience, including student friendships, variety of courses, intellectual environment, and even administration of the institution.⁸

Interaction between freshmen and faculty at Wyoming is not as common as it might be. Infrequent contact is another result of having large freshman classes taught by faculty and small freshman classes given to teaching assistants. A second cause is the strong departmental structure of undergraduate education. Students who come to know faculty encounter them most often late in their college careers, in upper-division courses in their majors. Research commitments and shared governance also take their toll on faculty time which might otherwise be given to students. It is not unusual for seniors seeking letters of recommendation to look for their Freshman English TA—long since moved on—because she or he was the teacher whom the student knew best. The FOCUS courses and possible developments within the freshman core curriculum can improve the situation, but additional steps need to be taken to insure that these initiatives are as successful as possible.

The freshman faculty will be responsible for more than teaching one or two courses. Advising 15 students and participating actively in one session of summer orientation will be part of the job. In addition, faculty will participate in a series of seminars to increase awareness of the particular difficulties which freshman face in and out of the classroom. If college differs from high school in significant ways, it is essential that faculty be knowledgeable of those differences and be able to explain them and respond to the student attitudes and behaviors which those differences can account for. As advisors, they will need to be more knowledgeable than most faculty about the great variety of university programs and services.

Whether enough willing faculty can be found is a concern of the Committee, but the successful initiation of similar programs at other schools is heartening. Recently SUNY-Buffalo issued a call for freshman seminar leaders, and the response was far in excess of their requirements.

Given a faculty already genuinely overburdened with various university responsibilities — and this condition may be particularly true of faculty most likely to be effective freshmen mentors — it is essential that responsibilities to the freshman program be compensated. In addition to stipends, possible recompense might include course development grants, summer research grants, in-service sabbaticals, and graduate assistantships to support teaching or research.

FRESHMAN ADVISING

Based on a study of forty-four very different institutions of higher education, Aubrey Forest found that an advising program created for freshmen students significantly improves persistence to graduation, self-reported alumni satisfaction with their college experience, and freshman-to-senior score gain on a widely used test of general education. He adds, "Administering freshman advising as a distinct function stresses the importance of advising to all concerned, facilitates the training and motivating of advisers, and probably strengthens the commitment of both faculty and students to the general education program."⁹ The key element seems to be the identification of freshmen as a group needing concerned and comprehensive advising. There is a question, however, about how that enhanced advising is to be delivered.

At the University of Wyoming many students attach great importance to their choice of major, and for various reasons they often want an advisor from their major department. They cite preparation for a particular career as a primary reason for seeking a university degree, and they want to be certain that their program of study will lead them quickly and efficiently to that goal. Such a desire is entirely understandable. New students face numerous complications and uncertainties as they begin college, and one primary certainty may be their commitment to a major. If the University weakens ties to that goal by assigning a potential accounting student to a comprehensive freshman advisor who happens to be a professor of civil engineering, the student may be thought to be more likely to leave.

It may be prudent to decentralize advising and assign students according to their initial decisions about the direction of their work at the University. New students who have a preferred major at entry could be assigned to an advisor designated by the department of their choice. Students who are leaning toward work in a particular college could be

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assigned to a general college advisor. And students who are undeclared could be given to the Center for Academic Advising. This plan would differ little from the current system, except that the Committee would strongly recommend that freshman advisors be specifically designated and be required to participate in advisor training sessions. Within this scheme, it might be possible to offer as an option to incoming students an advisor who would be the instructor in one of their freshman courses and to insure that they talk to representatives of disciplines and colleges in which they are interested.

On the other hand, national figures show that as many as 75% of all students change their major at least once before they graduate.¹⁰ New campus research on our transfer students indicate that 24.8% change majors between the time they leave the community college and the time they enroll at the University. Another 21.4% changed majors after they enrolled.¹¹ As these figures are based on students currently attending the University, some with two or more years of study remaining, it is likely that the final total of major changes will be higher than 56.2%. Further, we do not know how many times they changed majors while attending a community college. In addition, the most recent statistics on the freshman class show that the number of entering students who are undecided is rising: 36.1% of those who entered in the fall of 1986 identified themselves as undeclared or as general majors in a college.¹² Given that we cannot identify future major changers among those who have declared a major, we would be more often correct if we assumed that all entering freshmen were uncommitted than if we believed their declarations.

One reason for making this assumption is that undeclared and uncertain students are more likely to drop out. Published research as well as an older longitudinal study of our own students support this conclusion. The finding also accords with common sense: if many of our students rationalize their presence in college by believing that they are preparing for a specific career, then uncertainty about that goal can make them feel that there is no genuine purpose to be served by continuing to take classes.

We can address this problem in a variety of ways. The most common solutions now used at the University are to do nothing or to eliminate that sense of purposelessness by helping them to find an appropriate major as quickly as possible. There are other choices. We can attempt to reduce the anxiety

of that uncertainty by acknowledging it as a normal part of the undergraduate experience. Further, we can make the discovery of purpose a goal in itself, to be accomplished through careful selection of classes, self-analysis, and counseling. We can deemphasize the need for a quick decision. Finally, we can demonstrate that career preparation is not the only good reason for attending the University.

This line of reasoning relates to advising in two ways. First, it makes clear that all advisors, wherever located and however assigned, need to have the information and training to deal with decisions about majors and careers. To assume that a student who has declared a major need not consider alternatives is to ignore the evidence. Second, assigning students to advisors according to their intended majors or general areas of study only underlines the logic which leads students to premature declarations. It is possible that we may better serve our incoming students if we offer an advising program which assumes that they face important decisions about the direction of their studies and about future careers than if we continue the present system which assumes that they are committed to a major or should commit themselves as quickly as possible.

Another argument in favor of an independent advising service of some kind may not reflect well on human nature but may still have a grain of truth in it. Colleges which are overburdened with majors, many of whom they know will not complete their studies in the unit, may process their students as cheaply, efficiently, and impersonally as possible. They will be tempted to use the least expensive and most available people to staff their advising program, and those people may not be best for the job. While some students may be pleased with this efficiency, they may not recognize that they are losing a chance to form a potentially important bond with the University. On the other hand, colleges with declining enrollments or with ambitions for growth may not be disinterested in students' decisions about their futures.

Our discussions of an appropriate advising plan for freshman students attempted to combine what we know about our students, what we think would be most effective and efficient in meeting the variety of student needs, and what we have learned from the various advising systems currently in use on campus. In addition, we considered the values communicated by different organizational structures. We know that the large size of many of our freshman

courses in comparison with the much smaller sizes of parallel classes at the community colleges tells students that the community colleges care more about freshmen. The staffing of some beginning courses at the University conveys a similar message. Whether the message is true is irrelevant. By recommending an advising plan based on the student's intended major, we would confirm the central importance of that decision. By recommending an independent advising system, we would affirm a concern with a student's total education. But the symbolism of our recommendation, however important the message it conveys, is one of several factors we considered.

Our recommendation, then, is to identify a group of freshman advisors who will be prepared to counsel students on the University's academic programs and to provide guidance on academic questions beyond the selection of particular courses. Students who have an intended major will be assigned to advisors in the appropriate department. Students in a section of the FOCUS course will be advised by their instructor.

NEW STUDENT ORIENTATION

Orientation can be a mechanical exercise which acquaints students with the various bureaucracies of the university, its social rules and regulations, its basic geography, its esoteric academic requirements, and its techniques for making the confusion manageable. While overloading students with information which they may someday use (if they remember it), orientation also processes them through placement exams, advising, and registration, rewarding the survivors with a dance or an ice cream social. None of the orientation programs we reviewed was quite this bad, but most reveal a primary emphasis on getting students properly situated within the university's bureaucracies.

The University of Wyoming's Summer Orientation and Registration Program (SOAR) does better than most. A well-attended, voluntary, day-and-a-half session scheduled eight times during the summer, this orientation leavens the various necessities of registration with small group discussions and social occasions. Parents are invited to come, and a separate program is designed for them. Participant evaluations are positive, and students have reported that they decided to attend the university after attending a session.

Nonetheless, the Committee feels that orientation should be enhanced. After discussions with Kathleen Ragan, who currently coordinates orientation, and with students, we considered the problems and possibilities.

Faculty participation is minimal and superficial. Orientation to the academic life of the university is largely confined to the techniques of managing classes, homework, assignments, and exams. Advising tends to be rushed and impersonal: too many students are doing the same thing at the same time with too few people to help them. Hastily drafted and untrained graduate students sometimes represent departments as advisors. Campus tours introduce students to the exteriors of buildings and the basic landmarks, but, as one student said, "I saw too much and learned too little." There are too few small group discussions and too much wasted time: most students will have taken the math placement exam, yet there are no alternate activities scheduled concurrently.

Some of these problems are technical and are probably already on their way to being solved. Others go deeper and require a reconceptualization of the purposes of orientation at the University as well as significantly larger resources.

We began with the premise that new student orientation should extend beyond the pre-college period. We also discussed a corollary: college should begin during summer orientation. Many of the consequences of these premises have already been suggested: the FOCUS courses will continue orientation during the first year of studies, addressing real, not hypothetical problems; freshmen faculty will be prepared to identify and address difficulties which new students experience in their classes (when assigning a research paper, a faculty member may take a few minutes to explain how expectations differ between high school work and college work); freshmen faculty advisors will be asked to participate extensively in one orientation session. The cumulative effects of these premises is to strengthen the academic component of orientation while deemphasizing the business of registration. Some possible elaborations of this change in focus will illustrate what we mean.

1. The presence of freshman faculty who also serve as advisors will allow students to meet with advisors by appointment during orientation. The advisor

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seen at orientation should continue to be the student's advisor until the declaration of a major.

2. Sections of the FOCUS course can be formed at orientation from among the students who attend, and those sections can meet to discuss the course before students return home for the rest of the summer.

3. Freshmen faculty can offer open lectures or discussion groups on topics related to their research and teaching.

4. Freshman faculty may take small groups of parents and students on short tours of the parts of campus where they work and teach.

5. New students could be asked to volunteer for a small group which required the reading of a couple of articles (supplied by the program).

These suggestions would be ludicrous without the interested participation of faculty and a significant increase in orientation staff to handle a much more complex schedule. However, the benefits are significant: students would meet other students, faculty, and advisors whom they would be certain to meet again in the fall; students would be introduced to the central work of the University—research and teaching—and not only the mechanisms which allow the University to function; and students would learn something of the expectations they will encounter when they begin classes.

In addition to the eight orientation sessions during June and July, the Committee recommends that a full two-day orientation be scheduled just before classes begin in the fall and at the time when community college transfer students come to campus to preregister in the spring. In conjunction with the pre-semester fall orientation, we encourage the scheduling of college and departmental orientations and a general gathering of all freshmen in a convocation or welcome assembly, with entertainment and refreshments.

Following the proposals of the Coalition for Academic Success and the Committee on Undergraduate Resources and Enrollment, the Committee also recommends that orientation be required of all students.

The Coalition also recommended a voluntary, one credit S-U orientation course which encourages the development of a small, cohesive group, which helps students to understand why they are in college and what a university is, which provides experien-

tial learning in writing, study skills, and career development, which offers the classroom as a place where they may share problems and where they may learn about the resources and services available at the University, and which addresses the intellectual, physical, social, vocational, and emotional development of the student. Those who teach the course would be expected to participate in a faculty-staff development workshop. The College of Agriculture is offering a modified version of this course in the fall of 1987.

We want to reiterate two other recommendations of the Coalition not included above:

1. The commitment of top administrative officials to orientation, as evidenced by their active involvement and encouragement.

2. Various fall campus orientations, open houses, welcomes, picnics, and other functions should be coordinated and cooperatively publicized.

We note that several faculty strongly supported a week-long orientation for all new students just before the beginning of classes in the fall. Many other universities have this sort of orientation, and it would make it much easier for faculty to participate. However, Kathleen Ragan argued that several smaller orientation sessions scheduled when students are not pulled in different directions by other campus activities provide a more concentrated, more personal orientation.

THE DIVISION OF UNIVERSITY STUDIES

The Committee recommends the creation of a Division of University Studies. The Division would coordinate current efforts to improve the experience of freshmen students, implement the recommendations of this committee, and develop initiatives appropriate to its mission.

The Division would have certain practical administrative functions. Drawing primarily on resources now scattered across the University, it would provide orientation, advising, and direction to the academic program for freshman students, including supervision of the freshman faculty, the core curriculum, FOCUS courses, and block registration.

The Division would also provide a coherent and supportive introduction to the variety and challenge of university study. We recommend that all new students matriculate into the division and enroll primarily in courses useful in any major or concen-

tration. After completing the core curriculum and whatever pre-major courses necessary to qualify for entrance into a degree-granting college, students would transfer to one of the six undergraduate colleges, usually at the end of their first year but possibly as late as the end of their second year. Students transferring to the University would be automatically assigned to the Division of University Studies for orientation and preliminary advising. If they meet the entrance requirements of their chosen college and department, their files would be forwarded to the department. If they do not meet these requirements, their files would remain in the Division until they qualify for admission or select an alternate course of study.

Departments and colleges would be responsible for setting standards for the admission of Division students to their programs. The Committee recommends that those standards emphasize coursework which will permit students to understand the interests and abilities needed to pursue a specific major. If possible, students should be encouraged to take a preliminary course in the area. Ideally the course should provide a clear idea of the nature of the discipline as well as offer knowledge and skills which will not be wasted if a student decides to follow a different path. Not only would enrollment in the Division allow students to explore possible interests and to test their abilities in areas fundamental to future, more specialized study, such enrollment would affirm the importance of developing knowledge and abilities of value in any public and professional arena and in the personal life of each student.

Headed by a director selected from the faculty for a three year term, the Division would report to the Vice President of Academic Affairs. Its policies and programs would be guided by a steering committee composed of representative faculty from the six colleges with undergraduate programs and appropriate representatives from student services.

Certain programs now scattered across the University could usefully be brought together in the Division. The National Student Exchange, the Study Abroad office, the Washington Internship Program, and the University Honors Program belong in a unit dedicated to academic programs which are not restricted to particular colleges.

The organization and administration of a freshman faculty would rest with the Division. Faculty would be chosen yearly to teach in the program and

would receive adjunct appointments to the Division. They would retain their affiliation with their home departments which would remain responsible for evaluation for reappointment, promotion and tenure, and salary adjustments. The Division would perform its own evaluation and use the results in reappointment considerations. The Division's evaluations would be available to the faculty member's home department.

It would be highly desirable for the Division to be able to appoint visiting freshman faculty who might offer foundation courses in areas not represented on campus. A visitor in the history of science or in theology, for instance, would be a welcome addition to the curriculum. Distinguished men and women from outside the academic world should also be welcome as temporary faculty. Distinctive academic opportunities for freshmen should be a central part of the freshman year.

To be successful as a focus for freshman students, the Division must be visible, identifiable, and conveniently located. It must symbolize the University's commitment as well as put it into practice. A separate and distinctive building, with space for meetings, classes, lounges, and offices, would be ideal. The currently unused Cooper property could provide such a setting, as could an expanded and revitalized student union.

Among its broader purposes, the Division should work to instill richer, better informed attitudes toward university education. A recent report from the Education Commission of the States cites an "overwhelming interest in job-specific training and financial success" as a primary cause of distortions in undergraduate education and the trivialization of all study not directly related to specific career goals.¹³ Advisors often hear students complain about required courses outside their major. There is a deep pragmatic strain in American culture, and the college degree has often been sold as a ticket to a prosperous future. A broader education costs students both time and money, and the pay-off, in their eyes, seems uncertain at best. The students are not alone in their attitudes. The faculty who pass, amend, and supervise distribution requirements are not uniformly eager to teach them. As Ernest Boyer recently pointed out, just over half the faculty surveyed thought that undergraduate education would be improved if emphasis on specialized training were lessened, yet 45% of faculty prefer to teach specialized courses, and 47% prefer students who

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have a clear idea of their career goals.¹⁴ Yet we know that future workers are likely to change jobs five times before they reach 40 and that three career changes are the norm over a lifetime.¹⁵ If students need to prepare for their first jobs, they need to be readied for their fourth and fifth jobs as well. It is easier and more satisfying to concentrate on a single objective, but a broader knowledge and a greater fluency in reading, writing, speaking and computing will be as important in the long run.

The Division of University Studies should take on other curricular responsibilities not easily assigned to any particular college. First, it can be argued that the preparation for some graduate degrees and professions might best be accomplished through a strongly interdisciplinary degree which draws upon the strengths of different colleges: careers in law, journalism, medicine, and, perhaps, elementary education might best begin with a diversified undergraduate degree. Second, while the incoherence of distribution or general education requirements in the freshman year begins to be addressed by our curricular recommendations, that problem persists through the remaining undergraduate years. The Division could organize and provide, at least as an option, a coherent set of core courses which students might take as an alternative to the random distribution requirements. Third, the question of what does and does not constitute college level work continues to trouble certain colleges. The College of Engineering, for instance, will not count toward its degrees any college math below calculus. Currently the University provides beginning courses in foreign languages, yet the same work is being done in high schools around the state. The Division might well work toward the establishment of minimal levels of preparation needed for college level work.

If the Division is to succeed, it must avoid certain traps. Because the freshman curriculum stresses the development of basic verbal, cognitive, and quantitative abilities, and because students will need to meet the criteria for entry into a chosen major while identified with the Division, it can all too easily be seen as a boot camp where the strong survive and the weak perish. Further, the Division must not become the place where students learn to read, write, speak and think. No single unit should be able to lay claim to these subjects, and no one should avoid taking responsibility for them. To become a path to be followed and not a roadblock to be hurdled, the

Division must exemplify the very best which the University can offer. Further, it should be seen by students and by faculty as an equal partner in a coherent educational program based on cooperation.

THE WYOMING FRESHMAN YEAR: THE COMMUNITY COLLEGES AND UW

About 30% of the baccalaureate students who graduated from the University of Wyoming in the spring of 1986 began their college educations at one of the state's seven community colleges. Another 9% had taken some courses at one or more of the community colleges during their progress toward their degrees.¹⁶ Although our missions differ significantly in many ways, we share a large number of undergraduate students, and our common concern with providing the best possible education for them has led us to work together on a Wyoming Freshman Year.

One object of this cooperation is to eliminate difficulties encountered by students when they move from a community college to the University. Nearly 17% of recent transfer students reported that they had problems with the transfer of courses meeting college requirements, and over 16% said that they experienced trouble when transferring courses for their majors.¹⁷ These percentages may not reflect the extent of the difficulties. As mentioned earlier, 56% changed their majors after leaving the community colleges.

No system which respects the individuality of its members is going to be trouble-free, but certainly some of the frustrations can be lessened or removed. A defined program of study in the freshman year common to the colleges and the University would certainly decrease curricular conflicts and would offer the other advantages discussed in relation to the common core. Representatives from the community colleges and the University are formulating such a recommendation.

In meetings in November and April, these representatives also discussed the FOCUS course, a set of coordinated honors programs which would allow students to take the first two years of the honors sequence before enrolling at the University, and common math and English placement exams to be administered during the last semester of high school. Each of these projects should benefit the students we share. Potential honors students who enroll at community colleges would no longer miss

foundation courses in the program. Students who are not prepared for college-level work in math and English would be identified by the placement exams in time to do additional work before fall enrollment; those whose prospective majors encourage them to begin college math with calculus could discover if added work were needed.

The community college representatives made one further observation. It does not fall strictly within the purview of the Committee, but it is very important to our shared students: if the differences among the general education or distribution requirements among the six undergraduate colleges at the University could be reduced or eliminated, advising of potential transfer students would be simpler and transfer problems would be decreased.

ASSESSMENT

The amount of anecdotal observations in this report reflects a paucity of available hard data on the current status of freshmen. Much data analysis has had to be done by hand, and much more was not done because of a lack of cheap labor. Much of what we have had to work with is self-reported opinion: students are pleased with this or that program, they leave the state to go to college for such-and-such reasons. We do not yet have an accessible data base which can allow us easily to test these reports against other variables. How significant are high school grade point averages in identifying students who will persist? If they are helpful, are they independent of whether students have a declared major when they enter the University? Are students who have taken a certain course of study in the freshman year more likely to persist? Will their grades be higher? There are many other questions to be asked; unfortunately there is not world enough and time to answer them at present. But at least some of them will need to be answered if we are to gauge the results of these proposals.

In addition to an enlarged and more accessible data base, we recommend that information be collected at orientation, possibly including the COMP test, and that students be required, as a condition of graduation, to participate in some further form of evaluation. We recommend that a combination of standardized tests (professional exams, GREs, COMP, LSAT or other measure which provides

national norms) and less formal measures—exit interviews, for instance — be used. The purpose is not to evaluate our students but ourselves.

CONCLUSION

The important national rankings of universities are typically based on the size of the endowment, the numbers of Nobel laureates on the faculty, the prestige of the graduate programs, and various other indirect indicators of the quality of the educational enterprise. Direct measurements of the quality of classes and of other student-faculty contacts, of the benefits of successful faculty research on the intellectual development of students, and of the contributions of an education to the moral, political, and economic health of the nation are rare, incomplete, and usually unreliable. If Yale graduates hold a disproportionate share of power in the headquarters of major corporations or if Oxford students are far more likely to become prime ministers, we can only guess at the role their undergraduate educations played in these outcomes. The ultimate effects of the initiatives recommended here will be no easier to judge.

Yet we are convinced that they are worth undertaking. If we are not to be merely an audience to the creation of our future as an institution, we must respond creatively and energetically to our high attrition rate, our low enrollment rate, the trivialization of education outside the disciplines, the disintegration of the links which can tie one field to another, and the questionable educational reputation of the University in the state. The national warnings from various committees and commissions, private foundations and government agencies are so clear and so common that repetition has dulled their effect. We hazard one last dismal assessment because it captures in brief our own understanding of the situation at the University of Wyoming:

Students' educational and career aspirations are no longer consistent with what is increasingly considered necessary preparation for graduate or professional studies, work and lifelong learning. Nor are most undergraduate programs preparing students for citizenship and social responsibility in a world made extraordinarily complex by issues such as nuclear proliferation, genetic engineering and urban renewal.

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—*Transforming the State Role in Undergraduate Education*, Education Commission of the States

Creating new programs and bureaucracies will not work miracles, but programs and even bureaucracies can shape attitudes, increase understanding, and work for change. The ultimate goal of our report is not a Division of University Studies or higher retention or better relations with other Wyoming colleges. The goal is the nurturing of values and attitudes which make genuine education possible. Our recommendations are only some means to that end.

SUMMARY OF RECOMMENDATIONS

1. Students should fulfill a core of common requirements before electing a major.
2. A freshman seminar should be instituted, initially as a pilot program.
3. Block registration of the same small group of students in two core courses should be initiated.
4. The Freshman Core requirements should allow time for electives and initial courses in prospective major departments.
5. Freshmen should receive priority in registering for introductory courses.
6. A freshman faculty should be identified and appropriately rewarded. Their responsibilities should include teaching in core courses, advising a limited number of freshman students, and participating actively in orientation.
7. Freshman academic advisors should be identified and prepared to provide quality academic guidance.
8. Freshmen should be assigned to advisors who are the instructors in one of their core courses or who belong to the department of their intended major.
9. Freshman orientation should be lengthened and strengthened to include improved advising and a greater emphasis on the nature and goals of the University.
10. Freshman orientation should be mandatory.
11. A Division of University Studies, reporting to the Office of Academic Affairs, should be formed to provide orientation, advising, and direction to the University's academic program for freshman.
12. All new students should matriculate into the Division of University Studies, transferring to one of the six undergraduate colleges when they have

completed both the freshman core program and whatever basic requirements their prospective college and major department may establish.

13. The Division should be administered by a faculty member selected for a three-year term and by a steering committee representing the undergraduate colleges and student services.

14. The University and the seven community colleges should continue to plan and implement a basic set of freshman requirements, including a freshman seminar, for all our campuses.

15. Thorough and comprehensive assessment should be an integral part of the implementation and administration of these recommendations, and student participation in the assessment programs should be made a requirement for graduation.

ADDENDUM

Although there was unanimity of agreement by the Committee regarding the content of this document, a divergence developed over emphasis. I strongly support the Committee's recommendations as presented in this document; however, I feel compelled to include an addendum. This should not be construed as a minority report.

The freshman year experience at Wyoming can be greatly improved with the implementation of the core requirements, freshman seminar, the "blocking" of courses, and reserving key courses for freshmen. These are the substantive changes. The freshman faculty and University studies recommendations I feel are counterproductive.

College: The Undergraduate Experience in America begins with a concern for transition from school to college. It is my strong conviction that making all Wyoming freshmen "generic" does a great disservice to those many students who declare a major. This declaration, no matter how weak, should be honored. "Vocation" is uppermost in the minds of the majority of students and parents. Whether this is right or wrong is another matter. What is a matter for concern is that the University acknowledge the wishes of its clientele and strive to meet their needs.

Rather than declaring all freshmen "generic," let's "look especially for ways to achieve appropriate matching of the interests of individual students with the purposes of higher learning institutions" (Ernest L. Boyer).

Joseph E. Kunsman
July 23, 1987

NOTES

1. Peter Brooks, "Freshmen of the World, Unite!" *New York Times Book Review* (8 March 1987), p. 27.
2. Ernest Boyer, *College: The Undergraduate Experience in America* (New York: Harper & Row, 1987), p. 2.
3. For the fall of 1986, 31.2% of freshmen had a grade point average below 2.0, and another 3.9% had withdrawn or had completed no classes for grades. (See *Freshman Characteristics: Fall 1986*, p. 10) A study prepared by James Hand for Roland Barden (8 May 1987) reports the six-year average (1981-1986) of fall freshman grades: 31.43% had a grade point average below 2.0, and 2.88% had withdrawn or had completed no classes for grades. The results from an analysis of freshman grades for spring (1982-1986) shows that 30.4% had a grade average below 2.0 at the end of spring semester. The average attrition rate for that period was 19.9%.
4. This estimate was reported to the Coalition for Academic Success by Lee Noel and Randi Levitz, nationally recognized authorities in problems of retention and attrition.
5. According to a report prepared for Don E. Gardner by Phyllis Edamatsu (7 April 1986), the University has attracted between 13% and 18% of Wyoming high school students during the years from 1971 to 1985, with most years clustering at or just below 16%.
6. These figures come from *An Assessment of Higher Education Needs in Wyoming* (1978, p. 112), an extensive report prepared by the Government Research Bureau of the University of Wyoming. We were unable to locate more recent studies on this topic.
7. Aubrey Forest identifies three characteristics of instructional style which contribute to increased persistence and achievement: discussion, assignments which require students to apply what they read and hear, and examinations which encourage reasoning and problem solving. He finds that among comparable universities, those which emphasize these pedagogical techniques have significantly higher retention rates. ("Creating Conditions for Student and Institutional Success," *Increasing Student Retention: Effective Programs and Practices for Reducing the Dropout Rate*, ed. Lee Noel et al. [San Francisco: Jossey-Bass, 1985], pp. 62-77.)
8. *Four Critical Years: The Effects of College on Beliefs, Attitudes, and Knowledge* (San Francisco: Jossey-Bass, 1977), pp. 223, 233.
9. "Creating Conditions for Student and Institutional Success," *Increasing Student Retention*, ed. Lee Noel et al. (San Francisco: Jossey-Bass, 1985), p. 71.
10. Virginia N. Gordon, "Students with Uncertain Academic Goals," *Increasing Student Retention*, ed. Lee Noel et al. (San Francisco: Jossey-Bass, 1985), p. 118.
11. These findings are reported in "Survey of University of Wyoming Students Who Have Transferred to UW from Wyoming Community Colleges: Summary of Responses" (1987). This survey was conducted for the Trustees' Centennial Committee on Statewide Activities.
12. A total of 782 students out of all undergraduate students with less than 30 credit during the fall semester of 1986 (2168) had not declared a departmental major (*Freshman Characteristics: Fall 1986*, p. 6-7).
13. *Transforming the State Role in Undergraduate Education: Time for a Different View* (Denver: Education Commission of the States, 1986) p. 12.
14. *College: The Undergraduate Experience in America* (New York: Harper & Row, 1987), p. 104.
15. *Involvement in Learning: Realizing the Potential of American Higher Education* (Washington: National Institute of Education, 1984), p. 79.
16. These percentages are based on an analysis of 93 randomly selected transcripts of students who graduated in 1986.
17. Reported in "Survey of University of Wyoming Students Who Have Transferred to UW from Wyoming Community Colleges: Summary of Responses" (1987), an analysis prepared for the Trustees' Centennial Committee on Statewide Activities.

APPENDIX
FACULTY



SECTION A
AVERAGE PERCENTAGE DISTRIBUTION OF FACULTY TIME
FROM UW JOB DESCRIPTIONS BY COLLEGE, 1985-86

College	Teaching	Research	Service	Other
Agriculture	30.7	39.9	22.7	6.7
Arts and Sciences	62.8	30.2	0.7	6.3
Commerce and Industry	51.5	40.6	2.7	5.2
Education	72.7	18.8	4.4	4.1
Engineering	61.2	30.6	1.8	6.4
Health Sciences	77.3	14.8	1.3	6.6
Law	69.8	18.6	0.2	11.4
UW Average	59.0	29.6	5.1	6.3
Private University	55.0	25.0	4.0	16.0
Public University	55.0	22.0	5.0	18.0

Source: UW Office of Academic Affairs

SECTION B
BUDGETS, GRANTS, DEMOGRAPHICS BY COLLEGE, 1985-86

	Base ¹ Budget	Grant Dollars	Ratio Grant \$/ Base Budget	Average Class Size	Faculty Positions
Agriculture	1.61 (.07) ²	1.51 (.10) ²	.94 (1) ³	13.61 (7) ³	121 (.17) ²
Arts and Sciences	10.06 (.46)	8.98 (.58)	.89 (2)	20.89 (3)	291 (.40)
Commerce and Industry	2.49 (.11)	.84 (.05)	.34 (5)	32.58 (2)	63.5 (.09)
Education	2.10 (.10)	1.25 (.08)	.60 (4)	16.84 (5)	76.5 (.11)
Engineering	3.08 (.14)	2.52 (.16)	.82 (3)	17.54 (4)	75 (.10)
Health Sciences	1.85 (.08)	.43 (.03)	.23 (6)	16.37 (6)	77.5 (.11)
Law	.90 (.04)	0.00 (.00)	0.00 (7)	36.25 (1)	18 (.02)
Total	22.09	15.53			722.5

¹ For faculty positions only, in \$1,000,000 units

² Percent of total

³ Rank

Source: UW Office of Academic Affairs

SECTION C
**NUMBER OF FACULTY (BREAKDOWN BY MALES/FEMALES) FOR THE UNIVERSITY
 OF WYOMING AND SELECTED COMARATOR INFORMATION, 1981-87**

Full Professor	Men	Women	Total	Ratio (women/total)		Percent Tenured	
				UW	20 Western	UW	All Div. 1
1981-82	243	13	256	.051	—	96	—
1982-83	263	16	279	.057	—	95	—
1983-84	233	10	243	.041	.057	95	97
1984-85	256	10	266	.038	.058	97	97
1985-86	260	14	274	.051	.063	98	97
1986-87	252	18	270	.067	.068	97	97
Associate Professor							
1981-82	147	13	160	.081	—	79	—
1982-83	136	21	157	.134	—	79	—
1983-84	150	21	171	.123	.170	80	95
1984-85	138	20	158	.127	.172	87	86
1985-86	124	18	142	.127	.182	90	86
1986-87	116	21	137	.153	.191	88	87
Assistant Professor							
1981-82	106	44	150	.293	—	14	—
1982-83	117	41	161	.255	—	28	—
1983-84	130	65	195	.333	.336	15	13
1984-85	99	39	138	.283	.332	14	13
1985-86	87	37	124	.298	.338	10	12
1986-87	109	44	153	.288	.337	8	12
Total							
1981-82	496	70	566	.124	—		
1982-83	516	78	594	.131	—		
1983-84	513	96	609	.158	.156		
1984-85	493	69	562	.123	.156		
1985-86	471	69	540	.128	.165		
1986-87	477	83	560	.148	.170		

Source: *Academe*, vol. 68, no. 4, 1982; vol. 69, no. 4, 1983; vol. 70, no. 3, 1984; vol. 71, no. 2, 1985; vol. 72, no. 2, 1986; vol. 73, no. 2, 1987.

SECTION D
AVERAGE SALARY/COMPENSATION FOR FULL PROFESSORS, 1983-87

Institution	SALARY ¹				COMPENSATION ²		
	1983/84	1984/85	1985/86	1986/87	1984/85	1985/86	1986/87
Arizona State	40.5	42.3	44.0	48.8	49.9	52.0	56.7
U. of Arizona	41.8	42.9	46.1	49.6	51.6	55.2	59.3
Colorado State	35.8	35.6	40.1	41.4	41.8	46.7	49.2
U. of Colorado-Boulder	36.6	39.1	41.4	45.3	44.7	47.5	51.8
Idaho State	29.1	31.2	33.5	33.6	37.9	40.3	40.7
U. of Idaho	32.6	35.9	37.9	37.8	43.1	45.2	45.5
Montana State	34.8	35.8	36.5	38.5	42.2	42.9	45.6
U. of Montana	31.8	32.4	32.9	33.7	38.5	39.2	40.3
U. of Nebraska-Lincoln	34.9	37.9	39.0	40.1	44.4	45.7	47.0
New Mexico State	35.7	37.8	38.9	40.1	44.4	45.7	47.4
U. of New Mexico	36.8	39.4	40.2	41.7	46.7	47.5	49.2
Oklahoma State	35.6	35.6	38.9	41.6	46.0	49.0	52.4
U. of Oklahoma	35.8	35.7	38.3	41.1	46.3	48.2	51.7
S. Dakota State	28.5	29.4	31.9	34.2	33.8	36.6	39.2
U. of S. Dakota	30.3	33.5	35.6	37.7	38.3	40.9	43.1
U. of Utah	38.2	41.6	44.2	44.5	52.5	56.0	56.5
Utah State	33.4	36.8	39.1	40.4	47.0	49.7	51.7
U. of Washington	40.8	40.8	43.2	47.9	49.2	51.7	57.4
Washington State	37.2	37.0	39.7	42.2	44.9	48.1	51.3
U. of Wyoming	40.5	41.5	43.5	43.4	48.5	50.8	51.1
UW ranking	3	4	4	6	5	5	10
All Institutions	37.4	39.9	42.5	45.5	48.6	51.6	55.3
Division I	41.4	44.1	47.3	50.5	53.3	57.2	61.1
Mountain	—	39.2	41.6	44.0	—	—	—

¹ Represented in \$1,000 units.

² Compensation figures are not available for 1983-84.

Source: *Academe*, vol. 70, no. 3, 1984; vol. 71, no. 2, 1985; vol. 72, no. 2, 1986; vol. 73, no. 2, 1987.

SECTION E
AVERAGE SALARY/COMPENSATION FOR ASSOCIATE PROFESSORS, 1983-87

Institution	SALARY ¹				COMPENSATION ²		
	1983/84	1984/85	1985/86	1986/87	1984/85	1985/86	1986/87
Arizona State	31.0	32.0	34.0	37.5	38.1	40.5	44.4
U. of Arizona	31.0	31.4	34.1	36.5	38.9	42.0	45.1
Colorado State	28.2	28.2	31.8	32.8	33.3	37.0	39.0
U. of Colorado-Boulder	28.6	30.6	32.8	35.6	35.0	37.8	40.9
Idaho State	24.2	26.2	27.9	28.0	31.9	33.7	34.0
U. of Idaho	26.2	28.8	29.6	29.7	34.9	35.6	36.0
Montana State	28.2	28.8	29.3	30.9	34.4	34.9	36.9
U. of Montana	25.7	26.0	26.5	27.5	31.2	31.9	33.1
U. of Nebraska-Lincoln	26.7	29.2	29.6	30.3	34.7	35.1	36.0

Faculty Appendix

Associate Professors, continued

Institution	SALARY ¹				COMPENSATION ²		
	1983/84	1984/85	1985/86	1986/87	1984/85	1985/86	1986/87
New Mexico State	27.1	28.9	29.8	31.6	34.4	35.4	37.5
U. of New Mexico	27.1	29.3	29.7	30.7	35.0	35.6	36.9
Oklahoma State	27.7	28.2	30.8	33.5	36.3	39.1	42.6
U. of Oklahoma	26.6	27.5	30.0	32.0	35.6	38.0	40.7
S. Dakota State	23.8	24.7	26.9	28.3	28.4	31.0	32.5
U. of S. Dakota	24.2	26.3	27.7	29.0	30.3	32.0	33.3
U. of Utah	27.6	29.8	31.3	31.6	38.2	40.2	40.7
Utah State	26.5	29.1	31.4	31.7	37.3	40.5	41.0
U. of Washington	29.3	29.1	31.3	33.7	35.7	38.3	41.4
Washington State	28.6	28.5	30.1	32.1	34.8	36.7	39.1
U. of Wyoming	32.4	32.7	32.6	32.4	38.4	38.8	38.5
UW ranking	1	1	4	7	2	6	11
All Institutions	28.2	29.9	31.8	33.8	36.6	38.9	41.5
Division I	30.0	31.9	34.0	36.2	38.9	41.6	44.4
Mountain	—	29.9	31.7	33.7			

¹ Represented in \$1,000 units.

² Compensation figures are not available for 1983-84.

Source: *Academe*, vol. 70, no. 3, 1984; vol. 71, no. 2, 1985; vol. 72, no. 2, 1986; vol. 73, no. 2, 1987.

SECTION F

AVERAGE SALARY/COMPENSATION FOR ASSISTANT PROFESSORS, 1983-87

Institution	SALARY ¹				COMPENSATION ²		
	1983/84	1984/85	1985/86	1986/87	1984/85	1985/86	1986/87
Arizona State	25.0	26.2	28.5	31.1	31.5	34.3	37.2
U. of Arizona	25.3	25.9	28.3	30.5	32.6	35.6	38.4
Colorado State	24.4	24.2	27.8	28.6	28.7	32.3	33.9
U. of Colorado-Boulder	25.3	27.1	29.1	31.3	31.1	33.6	36.0
Idaho State	20.4	22.8	24.0	24.2	27.9	29.1	29.4
U. of Idaho	22.6	25.0	26.3	27.0	30.3	31.7	32.8
Montana State	23.3	24.0	24.7	26.1	28.8	29.6	31.5
U. of Montana	22.1	22.4	23.5	24.3	27.0	28.4	29.4
U. of Nebraska-Lincoln	22.6	24.8	25.5	26.6	29.6	30.5	31.8
New Mexico State	22.3	24.1	24.4	26.3	28.6	29.0	31.1
U. of New Mexico	22.3	24.2	24.7	26.3	29.1	30.0	31.8
Oklahoma State	23.4	23.2	26.0	28.0	30.0	33.2	35.5
U. of Oklahoma	22.7	23.0	25.0	26.7	29.8	31.9	33.6
S. Dakota State	19.9	21.2	23.1	24.1	24.5	26.6	27.8
U. of S. Dakota	20.5	22.7	24.1	24.8	26.3	27.9	28.7

Assistant Professors, continued

Institution	SALARY ¹				COMPENSATION ²		
	1983/84	1984/85	1985/86	1986/87	1984/85	1985/86	1986/87
U. of Utah	22.6	25.4	27.7	28.0	32.8	36.0	36.3
Utah State	22.1	24.3	25.8	26.0	31.2	33.2	33.6
U. of Washington	25.5	25.8	28.1	30.7	31.2	34.7	37.9
Washington State	24.9	25.1	26.8	28.5	29.7	32.4	33.3
U. of Wyoming	25.2	27.3	28.1	28.1	32.2	33.5	33.5
UW ranking	3	1	5	7	3	6	10
All Institutions	23.2	24.6	26.2	27.9	30.0	32.0	34.1
Division I	24.8	26.5	28.5	30.4	32.3	34.7	37.1
Mountain	—	25.1	26.9	28.6			

¹ Represented in \$1,000 units.

² Compensation figures are not available for 1983-84.

Source: *Academe*, vol. 70, no. 3, 1984; vol. 71, no. 2, 1985; vol. 72, no. 2, 1986; vol. 73, no. 2, 1987.

SECTION G

PURPOSES OF THE UNIVERSITY

The University of Wyoming has been guided by laws enacted in 1890 which include the statement that "The object of such university shall be to provide an efficient means of imparting to young men and young women, without regard to color, on equal terms, a liberal education, together with a thorough knowledge of the various branches connected with the scientific, industrial and professional pursuits." Building upon that early concept, the University, under the management of a constitutionally and statutorily established body designated as the Trustees of The University of Wyoming, has developed its programs and associated activities to embrace the major responsibilities of a modern university with respect to its constituencies. The University of Wyoming affirms, therefore, that its purposes are the following:

1. To serve the people of Wyoming by offering, through appropriate means and methods, excellent undergraduate, graduate, and continuing education opportunities in the liberal arts and selected professional disciplines;
2. To promote an environment for students in which educational, professional, cultural, social, athletic, and other activities may be experienced in a manner that benefits students as individuals and as citizens, and to maintain such services as may assist students in achieving the maximum benefit from their participation in the University community;
3. To contribute to the expansion of knowledge through the development and maintenance of quality programs in basic and applied research, scholarship, and creative activity in selected, relevant areas which are of concern to the State, the region, and the nation, and which relate to the University's instructional programs; and
4. To turn that knowledge to the solution of societal problems by bringing to bear the special capabilities, resources, and expertise resident within the University; and to enrich the quality of life for the people of the State of Wyoming by engaging in service and extension activities.

Source: *General Bulletin University of Wyoming* 1987-1988, p. 6.

SECTION H
FACULTY WHO HAVE LEFT OR ARE LEAVING THE UNIVERSITY OF WYOMING
FOR "BETTER" EMPLOYMENT, JULY 1, 1982 - AUGUST 15, 1987

Termination Date	Initial Date of Employment	Field	New Institution
1982-83			
31-July-82	01-Sept-67	Political Science	Bowling Green (Dean)
02-Aug-82	20-Aug-73	Botany	Louisiana State (Dept Head)
04-Aug-82	01-Sept-70	English	Iowa State University
25-Aug-82	09-Jan-80	Computer Science	North Dakota State U
25-Aug-82	08-Jan-72	Electrical Engineer	Private Industry
25-Aug-82	01-July-73	English	North Texas State (Dean)
30-Aug-82	01-Sept-64	Civil Engineering	Private Industry
05-Jan-83	27-Aug-81	Nursing	Federal Government
15-Apr-83	21-Aug-78	Nursing	Federal Government
15-May-83	18-Aug-75	Agricultural Econ	Oregon State University
15-May-83	22-Aug-79	Journalism/Tele	West Virginia University
15-May-83	26-Aug-82	Curriculum & Inst	U of Southern California
15-May-83	26-Aug-82	Business Admin	U of TX at Arlington (Dir.)
31-May-83	02-Jan-80	Biochemistry	Private Industry
30-June-83	28-Aug-80	Chem Engineering	Oklahoma State
	Total = 15	Average tenure at UW = 6.76 years	
1983-84			
01-July-83	27-Aug-81	Counselor Education	Barry College (Florida)
01-Aug-83	01-Oct-79	Human Medicine	Private Practice
15-Aug-83	01-July-82	Geology	MIT
15-Aug-83	01-Sept-60	Civil Engineering	Private Industry (Wyoming)
24-Aug-83	21-Aug-78	Modern & Classical Languages	Federal Government
25-Aug-83	23-Aug-76	University School	N/A
25-Aug-83	27-Aug-81	Nursing	Baylor
26-Aug-83	15-Apr-81	Human Medicine	Fayetteville, N.C.
31-Aug-83	26-Aug-82	Civil Engineering	Private Industry
16-Sept-83	07-June-82	Human Medicine	Residency Program in North Carolina
27-Oct-83	10-May-82	Library	Louisiana State University
09-Dec-83	24-Sept-81	Animal Science	Montana State
03-Jan-84	01-Sept-57	Computer Science	Indiana State University
26-Jan-84	25-Aug-75	Pharmacy	Upjohn Pharmaceutical Co.
11-May-84	21-Aug-78	Journalism/Tele	McGraw-Hill - Popular Computing
12-May-84	25-Aug-75	Vocational Education	Oklahoma Voc-Tech School
13-May-84	24-Aug-74	Law	McGeorge School of Law (California)
13-May-84	25-Aug-83	Law	Department of Justice
13-May-84	25-Aug-83	Ed Foundations	University of Colorado
13-May-84	25-Aug-83	Computer Science	Cal. State-Fullerton
13-May-84	25-Aug-83	History	U of Newfoundland
13-May-84	11-July-83	Business Admin	U of Texas at El Paso
18-May-84	03-Aug-81	Library	Brown U (Rhode Island)

Termination Date	Initial Date of Employment	Field	New Institution
1983-84, continued			
25-May-84	08-Dec-80	Human Medicine	U. Texas, SW Medical School
17-June-84	15-Oct-83	Microbiology	Virginia Poly Tech
21-June-84	21-Aug-78	Psychology	Private Practice (N. J.)
30-June-84	28-Aug-80	Recreational Educ	Temple University
30-June-84	28-Aug-80	Music	University of Houston
	Total = 28	Average tenure at UW = 4.83 years	
1984-85			
13-July-84	10-Aug-81	Library	University of New Mexico
01-Aug-84	01-July-74	Atmospheric Science	NCAR/Boulder
03-Aug-84	14-July-77	Family Practice	Private Practice (Cheyenne)
03-Aug-84	01-July-81	Library	Central Arizona College
14-Aug-84	04-Jan-68	Chem Engineering	Washington State U (Dean)
15-Aug-84	27-Aug-81	Political Science	University of Evansville
28-Aug-84	27-Aug-81	Geology	Pennsylvania State U
29-Aug-84	25-Aug-83	Accounting	Texas Christian University
29-Aug-84	01-Sept-70	Curr & Instruct	U of Northern Michigan (Dean)
29-Aug-84	26-Aug-82	Accounting	Texas Christian U (Dept Head)
29-Aug-84	26-Aug-82	Geography	University of Colorado
29-Aug-84	01-Aug-72	Health Education	Texas Tech
29-Aug-84	21-Aug-78	Economics	University of Colorado
29-Aug-84	01-Sept-61	Music	U of Houston (Director)
29-Aug-84	24-Aug-77	Vocational Ed	Prudential Insurance Co.
31-Aug-84	22-Aug-79	Physical & Health Education	Virginia Beach Public Schools
31-Aug-84	01-June-79	Plant Science	Montana State University
31-Aug-84	26-Aug-82	Accounting	Bentley College (Mass.)
13-Sept-84	17-May-82	Library	Veterans Hospital - Nebraska
26-Sept-84	18-Oct-78	Library	Notre Dame
02-Nov-84	14-Jan-80	Agriculture Exten	U of Alaska - Fairbanks
30-Nov-84	15-Dec-81	Animal Science	Texas Tech
08-Jan-85	06-Jan-75	Ag Engineering	Texas Tech
08-Jan-85	27-Aug-81	Business Admin	DePaul University
21-Jan-85	26-Sept-82	Mech Engineering	Private Research Lab
19-May-85	28-Aug-80	Business Admin	N/A
19-May-85	24-Aug-73	Law	University of Colorado
19-May-85	09-Jan-80	Accounting	Case Western Reserve U
19-May-85	26-Aug-83	Business Admin	N/A
19-May-85	27-Aug-81	Theatre & Dance	Professional Theatre
19-May-85	28-Aug-80	Chemistry	University of Kentucky
07-June-85	15-May-84	Family Practice	Hospital (Mason City, O.)
30-June-85	01-Nov-67	Civil Engineering	Contractor (Dallas)
	Total = 33	Average tenure at UW = 6.56 years	

Faculty Appendix

Termination Date	Initial Date of Employment	Field	New Institution
1985-86			
05-July-85	01-Sept-64	Human Medicine	Creighton
01-Aug-85	06-Aug-74	Biochemistry	University of Kentucky
01-Aug-85	24-Aug-73	Speech Pathology	Private Practice (Cody, Wyoming)
26-Aug-85	27-Aug-81	Communication	N/A
28-Aug-85	28-Aug-80	Mathematics	University of Montana
28-Aug-85	01-July-82	Casper	J. A. Albertson School of Business
28-Aug-85	26-Aug-74	Business Admin	Oklahoma State University
28-Aug-85	01-Sept-71	Psychology	U of Cincinnati Med School
28-Aug-85	27-Oct-75	Speech Pathology	Hospital (Reno, Nevada)
03-Sept-85	01-July-80	Political Science	U of Alabama (Huntsville)
04-Sept-85	14-May-84	Finance	LCCC
12-Sept-85	01-June-82	Veterinary Sciences	Industry
25-Sept-85	01-Aug-72	Physics	University of Minnesota
25-Sept-85	26-Sept-82	Communication	Law School
01-Nov-85	05-Dec-83	Human Medicine	Private Practice (Cheyenne)
21-Dec-85	01-Sept-71	Physics/Astronomy	Private Corp. (California)
21-Dec-85	01-Jan-79	Chem Engineering	Colorado School of Mines
21-Dec-85	01-Sept-64	Physics/Astronomy	Government Labor
31-Dec-85	21-Aug-78	English	N/A
31-Dec-85	15-Aug-77	Animal Science	Private Business
01-Jan-86	01-Aug-83	WWRC	Private Sector
03-Jan-86	03-Aug-76	Economics	Ohio State University
07-Jan-86	30-Aug-84	Nursing	N/A
07-Jan-86	24-Aug-77	Nursing	Arizona
07-Jan-86	29-Aug-85	Physical & Health Ed	N/A
19-Feb-86	30-Aug-84	English	N/A
30-Mar-86	04-June-81	Staff Attorney	Private Business
08-Apr-86	01-July-84	Microbio/Biochem	N/A
02-May-86	01-Aug-81	Education	University of Hawaii
18-May-86	26-Aug-82	Curric & Instruc	California State University
18-May-86	27-Aug-81	Law	Ohio
18-May-86	29-Aug-85	Ed Fnd & Instr Tech	Arkansas State University
18-May-86	25-Aug-83	Economics	N/A
18-May-86	29-Aug-85	Business Admin	Iowa State
18-May-86	29-Aug-85	Moder & Class Lang	Salt Lake City
18-May-86	26-Aug-82	Chemistry	N/A
18-May-86	23-Aug-76	Theatre & Dance	No Plans
18-May-86	26-Aug-84	Accounting	U of Nebraska-Omaha
18-May-86	30-Aug-84	Curric & Instr	N/A
18-May-86	24-Aug-73	Anthropology	Drexel U (Dept. Head)
18-May-86	26-Aug-82	English	Student to School
18-May-86	01-Sept-66	History	Law School
18-May-86	27-Aug-81	Curric & Instruc	North Carolina
18-May-86	25-Aug-75	Mathematics	Western Illinois U
18-May-86	27-Aug-81	Business Admin	Mississippi State U
18-May-86	29-Aug-85	Nursing	N/A
18-May-86	08-Jan-85	Civil Engineering	U of Southern Florida

Termination Date	Initial Date of Employment	Field	New Institution
1985-86, continued			
18-May-86	15-Aug-71	Ed Fnd & Instr Tech	U of South Carolina
18-May-86	01-Sept-66	Journal/Telecomm	U of Central Florida
30-June-86	30-Aug-84	Nursing	N/A
30-June-86	17-Aug-81	Nursing	Evanston
30-June-86	80-Aug-84	Nursing	N/A
	Total = 52	Average tenure at UW = 6.64 years	
1986-87			
01-July-86	01-July-85	History	Adjunct Professor
01-July-86	30-Aug-84	Vocational Ed	University of Illinois
11-July-86	10-Jan-83	Mathematics	N/A
01-Aug-86	01-July-83	Law Library	Pennsylvania
01-Aug-86	23-Aug-76	History	Arizona State U
01-Aug-86	30-Aug-84	Nursing	N/A
01-Aug-86	25-Aug-75	Nursing	N/A
11-Aug-86	27-Aug-81	Economics	Georgia
15-Aug-86	26-Aug-82	Nursing	University of Texas
15-Aug-86	01-May-77	Plant Science	University of Hawaii
19-Aug-86	25-Aug-83	Nursing	Arizona
29-Aug-86	03-Sept-85	Home Economics	N/A
02-Sept-86	01-July-85	AFIT Minuteman Prog	Colorado State U
04-Sept-86	01-July-84	AFIT Minuteman Prog	Washington
18-Sept-86	22-Aug-84	Animal Sciences	U of Nevada-Reno
16-Dec-86	01-Jan-84	Library	Private Industry
20-Dec-86	26-Aug-82	Political Science	Colorado State U
20-Dec-86	26-Aug-82	Political Science	Colorado State U
20-Dec-86	01-Sept-69	Elec Engineering	U of Victoria
31-Dec-86	01-Sept-67	School of Extended Studies	Wyoming School Board
02-Jan-87	29-Aug-85	Curric & Instr	N/A
03-Jan-87	30-Aug-84	Theatre & Dance	N/A
05-Jan-87	01-June-72	Ed Admin & Adult Ed	U of Indiana
16-Feb-87	01-July-80	Atmospheric Sci	Private
20-Feb-87	09-Aug-82	Geol/Geophysics	Tufts University
04-Mar-87	09-June-75	Home Economics	N/A
10-May-87	27-Aug-81	Mechanical Eng	N/A
10-May-87	30-Aug-84	Pharmacy	Private Industry
10-May-87	24-May-82	Accounting	Texas Christian U
10-May-87	02-Aug-85	Business Admin	N/A
30-June-87	01-Oct-75	Ag Extension	Family Business in Kansas
	Total = 31	Average tenure at UW = 6.00 years	
1987-88			
01-July-87	24-Aug-77	Nursing	Baylor University
15-Aug-87	26-Aug-74	Economics	Grinnell University
	Total = 2		

Source: UW Office of Academic Affairs and UW Personnel Services, May 28, 1987.

APPENDIX

QUALITY OF UNIVERSITY LIFE



SECTION A

CULTURAL AND ARTISTIC DIMENSIONS OF THE UNIVERSITY OF ARIZONA

As another example of the way in which a university can make its community a cultural center and set a standard for all the arts, including the visual as well as the performing arts, we quote from Karen Dahood's "Culture on Campus," *Horizon*, vol. 30, no. 4, p. 43.

The University of Arizona sets a superior standard for the arts in Tucson.

Reprinted from *Horizon*, May 1987.

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"When I moved to Arizona sixteen months ago," remembers Alexandra Jupin, director of the University of Arizona's Office of Cultural Affairs, "I asked everyone I knew about the state and about Tucson. Every reply was that Tucson was the cultural center of Arizona. I've found that to be true, and I think that the university is an extremely important component of the city's cultural life."

Less than two miles from downtown, the University of Arizona offers the city a wealth of drama, art, music, and dance. "Our mandate is to bring a broad spectrum of world-class artists and events to the university community, to the entire city of Tucson, and to all of southern Arizona. It's a mandate we take very seriously," says Jupin.

The university's elegant Centennial Hall is the largest performance center in Southern Arizona. Four major series feature stellar attractions each year. In 1986-87, Isaac Stern, the Warsaw Philharmonic, and Ballet de France were some of the creative greats appearing on the Centennial Hall stage. Next season will begin with the Alwin Nikolais Dance Theatre, which will audition students to appear opening night, and provide a master class. Yo-Yo Ma, with the Baltimore Orchestra, and soprano Kiri Te Kanawa are also scheduled to appear. Future plans include a major performing-arts festival, scheduled to begin in the winter of 1989.

This year, 350 concerts were performed by the UA School of Music. Large productions, including operas such as *La Traviata* and a recent spectacular production of *Carmina Burana*, are held in Centennial Hall, while smaller performances are held in the school of music's own theater. A

large and diverse academic program includes harp, guitar, jazz studies, and a unique residency designed to launch a string quartet. Award-winning faculty encourage youngsters through Music Preparatory, a new children's choir, and even nurture the budding musical sensibilities of tiny tots through the Music Experience Lab. "Our dance programs are quite good," Jupin comments. "It's a growing program with a number of noted faculty."

UA's Drama Department performs four main-stage and four studio productions during the school year. Visits from the Royal Shakespeare Company touring group have inspired "Touring Shakespeare," a program in which drama students bring the bard to area high schools. The department's revue by The Entertainers was selected for the American College Theatre Festival at Kennedy Center last month.

In the works are plans for a more commodious fine-arts complex, beginning with a new home for the renowned Center for Creative Photography, which breaks ground this month. Currently housed in a former branch bank, the center is a major international resource, one of the three most prestigious photography archives in the country.

Across the street is the UA Museum of Art, which has the second-largest Samuel H. Kress collection in the country (the first belongs to the National Gallery of Art), and features master works of the Renaissance. The Edward J. Gallagher collection includes two hundred works of modern art augmented by the C. Leonard Pfeiffer donation of paintings from the 1930s and models and sketches by Jacques Lipchitz. The changing galleries introduce regional artists and traveling exhibits. Half the funds have been raised for a new facility that will be built with high-rise parking.

With such a varied array of programming, the university has clearly played a vital role in establishing Tucson's reputation as one of the fastest growing arts communities in the nation. According to Jupin, that's a role it will continue to play and to expand upon. For Tucson art lovers, there couldn't be better news.

SECTION B

RECENT HISTORY OF CULTURAL EVENTS AT THE UNIVERSITY OF WYOMING

The history of our sponsorship of the arts is perhaps worth rehearsing; it demonstrates a long-standing defensive attitude towards ourselves, and it serves as a wondrous admonitory testament to the folly of thinking small. For years there has been a tacit understanding that a small town like this and a university like ours do not deserve the arts. This is only the University of Wyoming. Why bring the Tokyo String Quartet and their matched set of 17th-century Amati instruments to the land of tobacco-chewing cowboys? What efforts we made to support cultural events were small and tentative (small and tentative toward the performing arts, non-existent with regard to the visual arts).

Somewhere in the early 1960s, a token concert series was established, funded entirely by a modest portion of the student activity fee, which by the 1970s was \$1.50 per full-time-student per semester, for a total of \$15,000. Those running the series (Alan Wellman, then Arthur Birkby) could scarcely afford to bring in a rich, regular program of events, and instead stretched the limited funds as far as they could, usually by bringing in one distinguished performer, and then bringing in four lesser artists, often regional groups or unknowns, to pad out the series. We did, in that period, manage to bring in cellist Janos Starker, soprano Elly Ameling, and the famed chamber orchestra I Musici, but we could only run one event of that calibre per year. The other events were such things as the Nancy Spanier Dance Company (an execrable dance troupe from Colorado), the Deseret String Quartet (mediocrity from neighboring Utah), and the New World Shakespeare Company (a weak, amateurish group that folded within 3 or 4 years).

By 1978-79, our feeble concert series consisted of 5 performances, with an average audience of 150 (admission was free to students, with adults paying \$2.50, and later \$3). In an instructive example of circular logic, we demonstrated that Laramie and the University of Wyoming did not appreciate or endorse distinguished performers: since people don't want them, we won't bring them, and their absence demonstrates that they weren't wanted. There were those (including Wellman and Birkby) who argued strenuously and perpetually that we needed more money and a better series, but their arguments fell on deaf ears, and small audiences did very little to bolster the cause.

The University did, however, gradually begin to increase its interest in the arts. In the early 1970s, we built a Fine Arts Building, which includes two theatres, a concert hall, and an art museum, and which constitutes concrete evidence (so to speak) that we value the arts. We also established the Elizabethan Fair, now in its fifteenth year, and that in itself serves as an argument for the viability of the performing arts. The Fair, which began with an audience in the hundreds, now has a regular audience in the thousands, and on two occasions the Fair's concert has filled the concert hall with an audience of 800 (in all the discussions about UW's lack of traditions, we sometimes forget that the Elizabethan Fair is a bonafide UW tradition, and it has nothing to do with sports, cowboys, or drinking).

Then, thanks to a handful of people, especially two administrators (Alan Spitz and Joan Wadlow) who were committed to the arts and provided additional funding, we were able to augment the annual concert budget and build a genuine series featuring major musical concerts as well as theatrical and dance productions. We were acting under the optimistic assumption that once people experience the best the performing arts have to offer, they will come to value such enterprises (very little was done for the visual arts, except to mount an occasional exhibition in the new Art Museum).

Thanks to this administrative support and a new, non-defeatist attitude, our concert series improved remarkably in a fairly short space of time. By 1983-85, we were presenting a series of 9-10 events annually, featuring nationally and internationally prominent artists, such as The Canadian Brass, The King's Singers, The Acting Company, ACTER (performers from the Royal Shakespeare Company in a week's residence), Ray Charles, The Oakland Ballet, Misha Dichter (pianist), The Boston Museum Trio, The Boston Camerata, Igor Kipnis (harpsichordist), Simon Preston (the organist of Westminster Abbey), and yes, the Tokyo String Quartet. And in that period (from 1983 to 1985), our average attendance at concerts reached 303. That's 303 for each of 10 events (admission \$6 adults, \$3 students), as opposed to 150 for each of 5 events in 1979 (admission \$3 adults, students free). In short, once we began a sustained concert series with distinguished performers, we quadrupled the total audience. What kind of backwards community is it where a visiting

harpsichordist can expect an audience of over 700 people. 700 people for early music?

The number of people attending these events is not large compared with the number attending football or basketball games, but that is beside the point. We can never expect to convert the masses — about 85% of the American public seldom attends concerts — but the arts can be of crucial importance to the remaining 15%, can be of great significance to the community and to the community's image of itself, and can add vitality and prestige to the University. We have demonstrated that Laramie can provide a discriminating and enthusiastic audience, and oddly enough, major concert artists especially enjoy visiting us. The Tokyo String Quartet was eager to return, because it loved the attentive audience and the concert hall; harpsichordist Igor Kipnis (*Keyboard* magazine's 1986 "Keyboard Player of the Year," with 67 records to his credit, 3 of them gold) has performed here four times. Although he has long been affiliated with a prestigious Summer Music Institute at Indiana University, Kipnis would like to spend a summer in residence here (and we have no such institute).

We have made a start, and we have demonstrated how well appreciated such events as the Elizabethan Fair and a good program of music-theatre-dance attractions can be. We still, however, have a long way to go. For one thing, the visual arts have lagged far behind. That is changing; with a new Museum director, a new Department Head, and a university commitment to a new art museum, one that is no longer underground, we are beginning to see improvements. We enthusiastically endorse this change, but we recommend that more be done. The current Dean of Arts & Sciences (Walter Eggers) has made funds available to the new Art Department Head for a visiting artists program (the attendance figures for the first year of this program are impressive), but those funds are only available on a contingency basis; officially, the program is not funded, which means that officially, there isn't a program. Although we have just hired a new Museum director, we have not provided him with a budget for bringing in exhibitions; like the Art Department Head, the Art Museum director must rely on what-

ever he can scratch up from willing administrators, private donors, and grants. We recommend that regular, adequate budgets be provided for visiting artists series and museum exhibitions (specific information given in the body of the report above).

As for music-theatre-dance, the regular series that had emerged in 1980-1985 has fallen apart, thanks to an unhappy and complicated set of events. It might be fairer to say that the happy accident of supportive administrators, informed and astute Cultural Affairs Committee members, strong, effective chairs of the committee, an excellent business manager (Robert Stewart), a good artist (James Jackson), a professional concert reviewer (Steve Coe) could not endure. Since the series had been run by people nominated annually by the faculty senate, there was no guaranteed continuity from one year to the next. When the particular combination of people building the series and running it from 1981 through 1985 dissolved, when the artist who designed the programs and the advertisements graduated, when the newspaper reviewer moved away, when the business manager left the University, when the new business manager suddenly quit, leaving the books in disarray, and then suddenly died, the entire series crumbled, in an amazingly short time. Four years of work in building a series and a responsive audience collapsed in just two years: we went from a 10-event season (1984-85) to a 6 event season (in 1986-87), from 8 to 9 concerts of classical music to 2 classical concerts, and from high quality to uneven quality. While the 1986-87 musical events remained distinguished (both of them), we also brought in *Harvester* by the Montana Repertory Company, perhaps as a nostalgic tribute to our old days of conspicuous mediocrity. We have slipped backwards in the 1985-87 period.

However, the University is now beginning to build the concert series anew; as discussed in the full report, a committee chaired by Donald Parker has made recommendations to the administration, and a new office of Cultural Programs, with a director, has just begun attempting to re-establish the kind of series we had in our best years. We have started on the right road, but we have only barely started, and the road is long.

SECTION C

RENOVATION OF THE ARTS AND SCIENCES AUDITORIUM

I. Specific Renovations — from a list prepared by Rick Johnson, Arena-Auditorium Manager, in response to requests for information from Patsy McGinley concerning the A&S Auditorium (from a letter dated September 16, 1986):

Per our most recent conversations concerning the state of the Arts and Science Auditorium, I have put together a list of those items which are either inadequate or unsafe. This list is in order of priority establishing a logical process for renovation.

- **Counterweight System:**
Our present system is becoming unsafe, in that all rigging is supported by hemp rope that has become dried out and has shown signs of wear and fraying. The system design is adequate for today's shows with the exception that we need more counter weights for the larger shows that are produced.
- **Theatrical Electrical System:**
Our present system only contains three electric hanging pipes, and today's requirements tend to show we need five. These electrics are the structures into which overhead theatrical lighting is plugged. Additionally, the electrical system is not grounded, causing an unsafe circumstance, and consequently causing a buzz in sound systems. This electrical system also limits us in renting additional lighting instruments because more modern equipment does not have the same type of receptacles on the patch cords.
- **Lighting Control Console:**
Our present lighting dimmer board has become so outdated that we cannot purchase replacement parts. The dimmers are slowly burning out making it extremely difficult to produce a smooth transition in lighting changes. Additionally, with today's shows our board is too small and basic to accommodate necessary requirements, creating a less than satisfactory production.

- **Sound System:**

Our present sound system is safe; however, it is not adequate for today's sound requirements. Many of the present dance productions require us to patch their audio sources into our system. We at present can do this, but it is usually not up to the expectations of the performers. Our system is small, which limits our ability to integrate with other systems.

- **Stage Floor:**

Our present floor is extremely poor, in that we have nail heads surfacing, splinters and portions of the wood missing. This creates significant problems for ballet performances and other dance-related shows. We at present attempt to cover the wood floor with suitable coverings to prevent foot injuries with dance productions. Obviously, the appearance of our stage is not adequate either.

- **Seating and Walls:**

At some point it would be wonderful to paint the interior walls of the auditorium and have the seats renovated to provide a more pleasing atmosphere for our patrons. We do have seats that are nearing the end of their life span and will need attention in the near future.

The key to all of this is that we have a grand hall with superb acoustics;¹ however, due to age and today's standards, we are technically outdated, and in some cases, unsafe. I hope this brief listing is of help to you and I look forward to the day when we can make the Arts and Science Auditorium a first-class venue for performances.

II. Estimates for the Above Renovations — from a letter to George Krell by Frosty Selmer (dated March 10, 1987).

The following are "rough" estimates with some associated comments for the items listed in the letter from Rick Johnson to Patsy McGinley:

¹ I might add, in qualifying Rick Johnson's statement, that the acoustics are grand for **electronically amplified** performances, which comprise all the shows Rick describes (although, as Rick points out, our electronic amplification system is inadequate). For live orchestral performances and for unamplified drama, the acoustics are not that good. They are about what one would expect from a large building built in 1935: the area under the balcony is a dead spot, as is the area right up front, below the stage. The best acoustics are about 15 rows from the front, running to the lip of the balcony, and in the balcony itself. — C.D.R.

1. Counter weight rigging replacement. This would require the replacement of the old hemp rope on approximately 40 pulleys with an average length of 150 feet of rope per pulley. This is a rough price, and after talking to Bill Wolf on this, I will try to get a firm that does this type of work to give us a quote:

Estimated Price = \$40,000

2. Revise the existing electrical system and add 2 more light rails. This includes a new distribution panel, removal of some of the older components, and a new feed from the distribution gear:

Estimated Price = \$20,000

If more power is required than what is available at present (300 amps), a new transformer and service is required. This would add approximately \$35,000 to the price given above for a total of \$55,000.

3. Install a new lighting control panel. There is a range for these systems. The lowest cost unit just replaces the existing with a new equivalent, while the maximum cost unit is a computer operated, programmable system:

Minimum Estimated Price = \$12,500

Maximum Estimated Price = \$46,150

4. Install a new sound system. The price shown is real rough; if a more accurate price is required, a manufacturer's representative will have to be contacted:

Estimated Price = \$18,000

5. New stage flooring. The price given is comparable to that of the new flooring in the Union Ball Room:

Estimated Price = \$30,450

6. Replacement of the existing seating (approximately 2700 seats would have to be replaced):

Estimated Price = \$415,650

7. Painting of the entire auditorium:

Estimated Price = \$104,000

8. Replacement of the existing curtains with new fire resistant type. This item was not on the list, but it should also be considered as a safety improvement, as it has been on the Fire Marshal's list since 1982:

Estimated Price = \$260,000

Grand total for all proposals = \$989,250

III. Further Renovations of the A&S Auditorium.

The above estimates cover only what is necessary to replace obsolete and totally worn out equipment (fraying ropes, burned-out electrical boards, a splintering stage, etc.), and to bring the building up to the standards of the Fire Code. That much is repairing and updating an aging facility, and some of it will become necessary in order to make it a safe facility. But in order to make it a first-rate concert hall, we have to go beyond patching and into major construction, particularly in the stage and backstage area. Time and again, visiting companies have found the stage space too small — sets have to be reduced, or omitted; a full-sized symphony orchestra has trouble fitting on the stage, and there are some productions we cannot book because the stage space is below their minimum requirements. Also, there is no provision for dressing rooms — performers have to use offices and classrooms.

Thus, a full renovation would entail considerable construction in the stage and backstage area, and our guess would be that the total expense would be at least double the above estimate. One possibility involves extending through the brick wall at the West end (the back of the stage), expanding the stage area in that direction, as well as completely renovating the sides (North and South). Another possibility is to lower the stage itself and move it further into the auditorium, removing the orchestra pit, which is seldom used. This could be part of an entirely new design, which could be linked to a new seating arrangement, with an apron stage thrusting into the auditorium at a lower level, and the seats running in arcs from the stage lip; that would also give us the opportunity of addressing the acoustic problems, by redesigning the inner space so as to maximize reflections and minimize dead areas. This might also entail modifying the enclosing wall and adding boxes or extending the balcony, to follow the flow of the stage. We would still need to provide flyspace for a new stage, and would have to absorb some of the corridors, offices, and classrooms, which is the only place where dressing rooms can go.

At any event, the current estimates are only for repair of an aging facility. The renovation required to render A&S a first-rate facility capable of staging dance, orchestra, theatre, as well as other large-scale productions, would be much more extensive than what has been considered so far. It might even be more economical to gut the entire interior and redesign it completely (which is how they went about refurbishing Carnegie Hall). We're talking not just about repairing, but about funding a major capital project.

SECTION D

LIBRARY HOLDINGS

As a matter of interest, we present three separate lists of schools and the approximate number of volumes in their libraries; the first list includes all the schools singled out for praise by Richard Moll in *The Public Ivys*; the second list includes "comparator institutions" in our region; the final list is of national comparator institutions (some schools appear on more than one list).

This is rough information (what scientists sometimes call ballpark figures); we warn against drawing conclusions based on averaging the numbers, since that will not take into account the many necessary qualifications. For example, the figures below do not include information on microfilm, periodicals, or special collections (as one might expect, the more volumes in the library, the more extensive the rest of the library's resources). Nor do the lists take into account inter-library resources, which can effectively expand the library holdings of cooperating schools in a state system, such as those in California, New York, and Wisconsin. And of course colleges and technical institutes, with their more limited foci, are not directly comparable to the University of Wyoming.

Nonetheless, one can observe that universities comparable to us in size and mission, especially the older ones, usually have at least **twice** as many volumes as our library right now. The better public universities, those with established or emerging national reputations, have **twice again** as many volumes (compare the national institutions on the final list with the regional institutions). At a mere 839,186 volumes (our current official count), we cannot consider our library in the same ballpark as major university libraries. Indeed, we are by and large in the same ballpark as schools we would consider far inferior to UW.

Library Holdings of Schools Listed in *The Public Ivys*:

School	undergraduates	vols in libr
University of California		
Berkeley	20,000	6,845,732 *
Davis	14,000	2,082,128 *
Irvine	9,000	1,239,130 *
Los Angeles	22,000	5,486,955 *

School	undergraduates	vols in libr
Riverside	3,000	1,250,372 *
San Diego	11,000	1,760,614 *
Santa Barbara	14,000	1,745,803 *
Santa Cruz	6,000	811,208 *
Miami University	12,000	1,552,907 *
University of Michigan	20,000	5,920,576 *
University of North Carolina	14,000	3,301,751 *
University of Texas	36,000	5,579,326 *
University of Vermont	7,000	922,137 **
College of William & Mary	5,000	822,943 **
University of Colorado	19,000	2,096,954 *
Georgia Institute of Technology	8,000	1,468,638 *
University of Illinois	25,000	7,000,170 *
New College of U of South Florida	400	170,000 ***
Penn State	56,000	2,808,553 *
University of Pittsburgh	19,000	2,661,196 *
SUNY Binghamton	9,000	1,240,602 **
University of Washington	24,000	4,549,114 *
University of Wisconsin	29,000	4,607,542 *

* From ARL Statistics 1985-86

** From ACRL offices by telephone 8/10/87 and ACRL Statistics 1985-86

*** A rough guess, based on *Barron's Profile of American Colleges* (New York: Barron, 1984).

Library Holdings of Western Comparator Institutions:

School	vols in libr
Arizona State University	2,108,370
Colorado State University	1,071,104
Idaho State University	not available
Montana State University	480,096
New Mexico State University	748,428
Oregon State University	1,047,823
South Dakota State University	382,970
University of Arizona	3,139,481
University of Colorado	2,096,954
University of Idaho	724,677
University of Montana	683,231
University of Nebraska	1,833,588
University of New Mexico	1,560,054
University of Oregon	1,706,612
University of South Dakota	550,006
University of Utah	1,588,466
University of Washington	4,549,114
Utah State University	940,444
Washington State University	1,456,181

Library Holdings of National Comparator Institutions:

School	vols in libr
Louisiana State University	2,210,758
Ohio State University	4,077,575
University of Arizona	3,139,481
University of Arkansas	1,132,597
University of California — Berkeley	6,845,732
University of California — Davis	2,082,128
University of Connecticut	2,013,043
University of Florida	2,539,417

School	vols in libr
University of Georgia	2,510,730
University of Hawaii	2,089,176
University of Idaho	724,677
University of Illinois	7,000,170
University of Kentucky	1,992,499
University of Minnesota	4,286,431
University of Missouri	2,318,012
University of Nebraska	1,833,558
University of Tennessee	1,552,605
University of Wisconsin	4,607,542
West Virginia University	not available

SECTION E

THE PUBLIC RELATIONS AND MEDIA SERVICE OPERATION OF CORNELL UNIVERSITY

Source: Lengthy phone conversation between Cedric Reverand, for the QUL Committee, and David Watkins, director of Media Services for Cornell.

Cornell has a director of Media Services who Reports to the Vice President of University Relations, somebody who acts sort of as Press Secretary for the University, overlooking all communications and what we might call Image Management. We have nothing comparable at UW.

The director has several divisions (a total of 93 people) working under him and responsible to him:

- Photographic Operations
- TV/Radio
- Print Shop
- Design & Graphics
- Editorial Section
- Feature Writers
- Exhibit Shop (for University Presentations)
- Rental-Sale Distribution (for University Productions, including TV and Radio material)

Watkins emphasized the importance of having a focus and a direction; in the case of Cornell, the direction originates at a high level, and that is then carried out by an organized strategy with a large number of experts deployed to handle the job. This is actually what we've been talking about in the QUL Committee; the difference is that Cornell gives it a high priority and already has a substructure of capable, experienced people in place to assure that promotional activities are focused, purposeful, and achievable. Our own promotional campaigns here are carried out only occasionally, and very much on

an *ad hoc* basis, with whatever unit that wants to take the initiative scrambling as best it can in working out what to do. Even the Centennial Committees, despite a high priority given by the Board of Trustees, have had to form their own ways of producing news releases and a newsletter. At Cornell, the facilities and structures are in place to do this regularly.

For instance, Cornell recently celebrated the Centennial of its Agricultural School. The VP for University Relations called in people from Agriculture, together with the director of Media Services, to set the goals and priorities of the ensuing promotional campaign. They decided what sort of image they wanted to convey, and what sort of things they wanted to do (in this case, the projects included a TV documentary on Cornell's impact on the Eastern and Southeastern United States).

The director of Media Services then assigns the project to a Design Team, made up from various divisions, and the team was given the authority to organize and execute the whole operation, following the guidelines set by the VP & Media director, and working in consultation with the Media director. Such an operation can include: designing and printing posters, pamphlets, newsletters; writing feature articles; building and displaying special exhibitions, running a general advertising campaign (including producing TV and radio ads, and designing newspaper ads), producing a film or a videotape.

This describes special projects. The ordinary publicity is still handled through all of these units, but the staff is constantly being coordinated by the

Quality of University Life Appendix

director, who can make sure that the results benefit the University. Different departments don't go around getting together their own advertising; the Media Services do it for them, and just within the past two years, Cornell has standardized all its stationery, and has tried to make its promotional material consistent in quality and style. This is something the University of Wyoming has talked about, and had in the vague planning stages, for a number of years — at Cornell, vast as it is, standardizing stationery and promotional material took eighteen months.

David Watkins emphasized the importance of "marketing" a university and its programs. He commented on the repeated complaint that about 15 or 16 universities get most of the Federal grants, while all the other schools, some of which have good resources, get very little. The government's answer: most of the money goes to schools that promote themselves best, and that's the way it should be. David adds that, once this begins happening, those schools get a reputation, and then they are able to promote themselves more, which gets them more grants, which gets them more money, and so it continues. He added that his whole media operation also works with student recruitment and alumni outreach programs.

Cornell's operation attests to the fact that it has promoted itself and has become one of those 15 or 16

important schools. What they have in operation seems to be very like what we've been talking about, except it is much more extensive, well established, and has a high priority in the scheme of things. In essence, they've got a VP for University Promotion (although he's not called that). The fact is, there is a unit on campus of 93 people who work promoting the University, and who work in concert, usually under directives that come from people who are concerned with the University's image as a whole. I don't think you can walk into the media services (they have their own building) and give them directions for advertising your graduate program, your concert series, or whatever. Rather, you would take this up with the director of the Media Center, who would assign the staff, and keep the VP apprised of the whole project. If the VP were to think it time to do something special, or beef up something, then the information would filter on down.

I get the general impression that what we do here and there on an *ad hoc* basis, promoting this program, or that program, they do in a focused manner. Also, our publicity depends upon individuals or departments promoting themselves, and then arranging publicity, artwork, media coverage in any way they can. They have a unit on campus with a broader concern, for the whole University, and with the talent to handle just about any kind of campaign, design problem, etc.

SECTION F

INFORMATION ON THE PUBLIC RELATIONS ORGANIZATIONS OF OTHER UNIVERSITIES

Colorado State University:

University Communications answers to the Vice President for Public Affairs and is responsible for off-campus PR. This unit has around 60 FTE and a budget of \$600,000 per year, and has the responsibility for Publications, Radio and TV, News Bureau, Graphics and (partly) for Photo Service. In theory it has single point of control of all campus design work, but some departments do their own.

Pennsylvania State University:

The office of University Relations, Division of Development and University Relations has the responsibility for off-campus PR. This unit of 36 FTE is divided into the Office of University Relations, Department of Publication, Depart-

ment of Public Information, and Department of Public Events and Campus Relations. They have their own electronic unit and graphic unit within these divisions and answer to the Vice President for Development and University Relations (see appended chart).

Stanford University:

The office of Public Affairs is responsible for off-campus PR and answers directly to the Vice President for Public Affairs. This group of 65 FTE includes News Bureau, and Publications (see appended chart), Photo Service, Graphics, Community Relations, Government Relations Events and Services, and Visitors Service. Many departments do their own graphics and some of their own news releases.

University of Colorado:

The office of Public Relations is responsible for off-campus PR. This unit of 9.5 FTE answers to both the director of Public Relations for the President and (most of the time) the CU-Boulder Chancellor's office. They think that they are the single point of contact for most design and publication work on campus. They have units that work in Publications, Radio, and TV, News Bureau and Photo Service.

University of Minnesota:

The office of University Relations is responsible for off-campus PR. This unit has 40 FTE people working on this effort with an annual budget in excess of \$700,000 per year. They answer directly to the VP for Institutional and Governmental relations and include Publications, Radio and TV, News Bureau, Photo Service, and Graphics. Some departments also do some of their own work and guidance from this office. This group releases both print and electronic news stories.

University of Utah:

The department of Public Relations has responsibility for off-campus PR. This 13 FTE (people) unit has an annual budget of \$635,000 and answers to the Vice President for University Relations. They do news releases both in print and electronic form. Their unit includes Publications, Radio and TV, News Bureau, Photo Service, Employee Communications (internal) editorial assistance to the President.

Comment:

This brief survey shows a variety of organizational structures and lines of responsibility, but also shows an attempt to integrate different units, to make them responsible to a higher level of authority (usually a Vice President), and to focus the whole effort. All of these schools display much more extensive capabilities in graphics and in Radio and TV than we do. And the more prestigious the school, the more extensive the PR program tends to be, although since people count their FTEs differently, this is difficult to prove (i.e., some FTEs include university presses, but not Radio & TV staff, some

include Radio & TV but not Audio-Visual Services, etc.). Some of the larger schools admit they are too big and decentralized to control the departments and their publications, but they nonetheless attempt to achieve some coordination, and they usually have the capacity, in PR staff, graphics, design, and electronic media, to assist departments that might do some of their own publicity. There's a big difference between "Some departments also do some of their own [PR] work," said of Minnesota, and our situation at UW, where most departments and units do their own PR, and where even those who use the Media services find them inadequate.

All in all, this survey suggests the commitment that is necessary in terms of budget and FTEs to sustain an effective PR campaign. To give yet another example of the impact of good PR, PR that is first-rate right down to seemingly negligible details, we conclude with this telling anecdote, from Ann Granning Bennett, "Marketing Begins at Home," *Currents*, vol. 12, no. 5 (May 1986), pp. 30-33:

Susan Matthews, a former publications director at Tulane University, vividly remembers the time she tried to persuade a dean to spend more money for a fifth color in his three-year report.

"When I told him that the fifth color would turn a strong publication into an outstanding one, he wasn't convinced," Matthews says. "When I said that it would provide a unifying thread throughout the book, he still wasn't sure.

"Then I asked, 'What was your endowment when we started working on your publications?'

"'Four hundred thousand dollars,' he said.

"'What is it now?'

"'Ten million,' he responded.

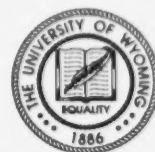
"'And can you tell me,' I continued, 'that your publications, produced by university relations, haven't helped you achieve this success?'

"'We got the extra color,' Matthews recalls, "and it improved the book even more than I had anticipated" (p. 30).

The University of Wyoming has not yet reached color #2.

APPENDIX

STATEWIDE ACTIVITIES



SECTION A

NEWS RELEASE FROM THE UNIVERSITY OF WYOMING UNIVERSITY NEWS SERVICE

A Joint Statement of Cooperation between the University of Wyoming Trustees and the Community College Commission

May 12, 1987 — A joint statement of cooperation to provide upper-division courses to site-bound students in the state has been adopted by the University of Wyoming Trustees and the Community College Commission.

The statement, drafted by University officers and the commission staff after a visitation meeting in February, was approved at the commission's April 10 meeting and at the Trustees' May 9 meeting.

"This is a first step in a limited offering of junior, senior and graduate level courses at community college campuses," says David W. "Bud" Updike, UW Trustee from Newcastle and chairman of the Trustees' Community College Relations Committee. "The key is that the state's two governing boards of higher education are agreeing to cooperate in a program to meet the valid needs of communities throughout Wyoming. The two groups intend to meet regularly to discuss issues of common interest."

According to Jim Randolph, executive director of the Community College Commission, "We're very excited about continued dialogue and cooperation between the University and the community colleges. The Commission feels that excess space and resources at community colleges should be utilized for UW courses where possible so that all the state's citizens have better access to higher education."

A schedule of meetings between Trustees and the commission is being arranged to develop details of the program.

The text of the joint statement:

"The State of Wyoming has seen conditions change rapidly in the recent past, and these conditions have, and will continue to have, major impacts on the ability of the state's educational institutions to deliver necessary higher education programs state-

wide. The future will likely see restrictions on availability of resources upon which higher education has traditionally relied, requiring our public community colleges and the University to find new ways to provide and maintain quality and access to their students. Better use of available funds and resources have to be found to provide for the needs of our citizens and at the same time assist the State in its economic recovery through a better educated citizenry.

"To the end of continued high quality and necessary access to higher education, specifically with respect to third and fourth year programs leading to the bachelor's degree, the Trustees of the University of Wyoming and the Commissioners of the Wyoming Community College Commission jointly support efforts on the part of all eight of Wyoming's institutions of higher education to work cooperatively, for those efforts will ensure:

- that the identity and much of the seven community colleges' two-year programs will be maintained, and
- that the cooperative use of existing resources in terms of facilities, equipment, and people is necessary in times of economic downturn and limits on community college and University budgets.

"It is the feeling of the Commissioners and the Trustees that cooperative educational ventures, defined to meet the valid needs of the communities throughout Wyoming, are in the best interest of the state's citizens, and that where the capacity to make upper-division programs available exists, these resources and talents on the local level should be used toward that interest where appropriate. The continued positive development of cooperative agreements and working relationships between the state's only university and its seven community colleges can and will benefit all of us in the future."

SECTION B
UNIVERSITY OF WYOMING - COMMUNITY COLLEGE RELATIONS
SUBCOMMITTEE REPORT

May 1987

Maggi Murdock, Chair

INTRODUCTION

Since the creation of the subcommittee on community college - University of Wyoming relations at the first meeting of the Trustees' Centennial Committee on Statewide Activities, the members of the subcommittee have undertaken a major information-gathering project to determine the state of relations between the community colleges in the state and the University of Wyoming. The goal of the subcommittee was to determine what cooperative endeavors currently exist and are perceived as being useful, as well as what obstacles to cooperation still need to be overcome.

Through a series of surveys, the subcommittee has gathered a myriad of information that will serve as a source of information about community college-University relations. This information will also provide a base for data and analysis that should continue to be gathered beyond the life of the Centennial Committees in order to ensure that the cooperative relations among the institutions of higher education in the State of Wyoming not only continue, but grow and prosper.

This report is a concise analysis of the information gathered from the surveys. Hopefully it will provide the means to understand how relations between the community colleges and the University stand at this time. In addition, the subcommittee has made a number of recommendations as a result of their findings. The summary of data constitutes the first part of this report. The recommendations made by the subcommittee can be found at the end of the report. Table 1 shows pertinent information concerning the data-gathering and full results of the surveys are available on request.

COMMUNITY COLLEGES AND THE UNIVERSITY OF WYOMING: THE STATE OF RELATIONS

Information Gathering

In order to ascertain the state of community college - University of Wyoming relations, the subcommittee gathered information from community

college and University students, faculty, and administrators. In addition, members of the State Legislature who serve on education committees were asked for their perceptions.

A letter requesting information on perceptions of cooperation and proposals for change was sent to about ninety University and community college administrators and members of the Wyoming State Legislature who serve on education committees. A response rate of 35% was received on this request for information.

It was reasoned that students are the actual beneficiaries of good relations between the community colleges and the University, so students were also queried about their experiences, knowledge, and expectations concerning relations between the institutions. The specific focus of the inquiry of students was transfer from a community college to the University of Wyoming.

Two groups of students were surveyed. The largest group, consisting of 355 students, was a sample of those students who had already transferred from Wyoming community colleges to the University of Wyoming. Since this was a telephone survey completed by the Government Research Bureau (Department of Political Science, University of Wyoming), the response rate was 100%. The second group of students surveyed consisted of students currently enrolled in Wyoming community colleges who had applied to preregister during the Spring 1987 semester for Fall 1987 enrollment at the University of Wyoming. A total of 278 students were contacted for this survey, which was conducted through the offices of the Deans of Students at the various community colleges. The response rate on this second survey was dismal: only 12.5% of the respondents returned questionnaires. Community college Deans of Students were unsure why students were so lax about completing the questionnaires.

The questionnaires which were administered to both groups of students were patterned after a study

done by a University of Wyoming graduate student in 1981. This enabled the subcommittee to make a comparative analysis of responses from 1981 and 1987.

Results of the Surveys: Perceptions of Faculty, Administrators, and Legislators

Most of the responses from this group of educational elites were positive. Many of the respondents returned their answers to our request for information promptly, and, seemingly, willingly: many of them stated that they were happy that the University had finally asked for their opinion about cooperative efforts and relations among institutions of higher education in the State of Wyoming. Most of the respondents stated clearly that many good cooperative programs already existed in the relations between the community colleges and the University.

The main area of agreement about positive relations was that which pertained to "articulation conferences," those periodic meetings of members of a discipline from the University and the community colleges. Not only did the respondents feel that the conferences themselves were worthwhile, since they discussed common concerns, especially with regard to teaching equivalent courses, but they also felt that much cooperation resulted far past the conferences themselves. Specifically, respondents stated that acquaintances and understanding created during articulation conferences resulted in a smooth transfer of information about students and curricula—in addition to a feeling of working together and sharing common concerns. Most respondents who mentioned this area of cooperation expressed the wish that these conferences continue and, in fact, that they be expanded if possible.

There were other areas of cooperation which respondents viewed as positive. Specifically, these areas included a sharing of library and other resources among the institutions.

In addition, however, there were areas of concern expressed by the respondents—in the main from community college respondents. Most of these concerns centered on the feeling that the University needed to improve its image across the state as a service provider. The most concern (though behind responses expressing positive feelings about cooperation), was expressed with regard to the transfer of credit from the community colleges to the University of Wyoming. Some respondents even outlined cases in which transfer of credit had been a problem.

A second major concern was that which dealt with the procedures the University used to number courses and change requirements. Many community college respondents felt that they were forever attempting to "catch up" to the University changes instead of moving smoothly through the changes with the University. These respondents felt that much could be gained through a cooperative approach to such changes. A third major concern dealt with advising at the University of Wyoming and included not only the actual advising that a student would receive from a University academic advisor, but also the amount and type of information that was distributed by the University across the state. Specifically, respondents felt that the University needed to be much more organized and consistent in the information that was available to potential students in the state, as well as being much more careful about the academic advice given students who transferred to the University. Another aspect of this concern focused on the need, or perceived need, for the University to treat transfer students better. As one respondent stated, "In the future, students will need the University less and the University will need the students more, as colleges across the country attempt to deal with declining enrollments with better, more aggressive recruiting." A fourth concern focused on the demand for educational services across the state: some respondents, about 20%, felt that the University should provide more courses statewide and, in a spirit of cooperation, be more willing to certify qualified community college instructors to teach those University courses. A fifth concern touched on the issue of attitudes. Specifically, community college respondents felt that University faculty should be more open and willing to recognize the quality of education in the community colleges, as well as the important role in screening students which the community colleges play for the University.

Perceptions of Students Who Have Transferred to the University

The Wyoming community college students who have transferred to the University of Wyoming are almost evenly split between male and female (46% female, 53% male). 54% of the students surveyed were between 21 and 25 years of age and 73% were between 21 and 30. Most of the students are long-time residents of Wyoming, with 63.6% of them having lived in Wyoming more than 15 years. 83.2% of the students are graduates of Wyoming high

Statewide Activities Appendix

schools, and more than 20% of them have parents—both mother and father—who have a B.A. or B.S. degree from a college or university. Just less than a third of the students are married (31.3%) and 62.3% of them are single. In order to find information concerning UW requirements and make up their class schedules, most community college transfer students turned to the University catalogue: 73.5% of them reported seeking this source of information about requirements and classes. Other sources fell far below this high usage: friends at UW (36.6%), UW Transfer Guide (40.9%) and, surprisingly, only 48.1% of the transfer students received this information from their community college advisors. It is interesting to note that in 1981 only 66.9% of the students looked to the University catalogue for information, while 40.3% of them looked to their friends already at the University for information about UW.

A sizable group of community college transfer students change their majors. In 1981, 31.4% of them changed majors between the time they left their community college and the time they enrolled at the University of Wyoming. In 1987, that figure had been reduced to 25.4%. A sizable number of transfer students also reported changing their majors once they had enrolled at the University. In 1981, 23.6% reported such a major change; in 1987, 22.1% reported changing their majors while enrolled at UW. For many of those students who changed their majors before they entered the University, this change in major also meant a change in college (and, subsequently, a change in basic general education as well as major requirements). This was true for 43.4% of the respondents in 1981 and 45.3% of the respondents in 1987. For those who changed majors after they entered the University, even more were faced with a change in college: 61.3% in 1981 and 55.3% in 1987.

When asked about their advising experiences, some change was noted between the 1981 responses and the 1987 responses. In 1981, 33.9% of the students felt that they received excellent advising from their community college advisors, while only 28.6% responded similarly in 1987. 40% of the students surveyed in 1981 responded that they received adequate advising from their community college advisors, while in 1987 the response was similar: 40.4%. In 1981, 14.2% of the students felt they received only marginally adequate advising from their community college advisors and in 1987, 11.8%

felt they received marginally adequate advising from their community college advisors. A major change in response was noted by those students who reported receiving poor advising from their community college advisors: 11.9% reported such poor advising in 1981, while 19.2% reported poor advising in 1987.

The responses concerning an evaluation of advising at the University of Wyoming also changed somewhat between the 1981 and the 1987 surveys. In 1981, 31.4% of the students reported excellent University advising, while in 1987 slightly more, 32.4% made such a report of excellent advising. In 1981, however, 47.3% reported receiving adequate advising at the University while in 1987 only 38.7% reported adequate advising. In 1981 only 10.5% of the students surveyed reported a marginally adequate job was provided by University advisors, but in 1987, 15.3% reported such advising. In 1981, only 10.8% of the students reported poor University advising, but in 1987, 13.6% of the students made such a report. It is instructive to note that almost 30% of the respondents reported having marginal or poor advising at both the University and their community college.

Table 2 documents the problems experienced by transfer students in 1987. In the 1987 survey a number of open-ended questions were asked of students concerning their transfer experiences. When asked about other bad experiences in transferring (in addition to those noted in Table 2), 64.8% of the students had no response and only 35.2% reported other experiences that included administrative/registration problems (14.6%), poor instruction (10%), poor advising (4%), lack of financial aid (4.5%), and poor attitude by University employees (2.8%)

When asked about their positive experiences in transferring to the University, only 34.5% of the students did not respond. 65.5% of them reported some positive experience with their transfer to the University. These positive experiences included a better academic environment/experience (32.6%), better or more enjoyable social life (17.5%), a good attitude from University employees (11.5%), a feeling of being well-prepared to do the upper-division work (5%), a lack of transfer of credit problems (3.6%), and receiving their financial aid promptly (2%). 6.5% of the students reported that there was more to choose from at the University: more friends, more classes, more instructors, more experiences in general.

When asked about their suggestions for improving the transfer experience and avoiding transfer problems, almost 75% of the students gave no response. Of those who did respond, however, 8% felt that more information for students and more communication between the University and community colleges would be helpful, 6% felt that improvement of teaching (at both the University and community colleges) would be helpful, 4% wanted to see a better organized and more responsive administrative structure at the University. Other suggestions included better advising (3.1%), better student orientation to the University (2%), a better attitude by University personnel (1%), and lower costs and/or increased financial aid (1%). One percent of the students felt their problems could be solved only by avoiding a transfer to the University of Wyoming.

Perceptions of Potential Transfer Students

All of the students from community colleges who applied to preregister with the University of Wyoming during the special spring period in 1987 were sent a letter requesting them to fill out a questionnaire in the office of the Dean of Students at their community college. Only 12.5% did so, but those who did returned answers that were not unlike the survey of students who had already transferred to the University from community colleges.

The students who intended to transfer to the University tended slightly to be female: 54.3% female and 47.5% male. The largest single proportion of the potential transfers were in the 18-21 year old age group (48.5%), but a sizable proportion were in the 26-30 year age group (22.8%). Almost 63% of these potential transfers had lived in Wyoming more than 15 years, and 80% of them were from Wyoming high schools.

The results of this survey showed that most of the students were transferring in about the junior year and nearly all of them (94.3%) had already declared majors at their community colleges. Almost as many (91.4%) said they definitely planned to attend the University of Wyoming, with the remaining 8.6% declaring that they would probably attend the University of Wyoming. Almost all (94.3%) of the potential transfers showed their commitment to attend the University of Wyoming by declaring that they had not applied for admission to any other four-year institutions.

When asked about advising in their community colleges, 45.7% said that their community college

advisors had done an adequate job and 37.1% said they had done an excellent job. When asked about major changes during their tenure at the community college, 40% of the students said they had changed majors while at the community college.

When questioned about their anticipation of problems with a transfer of credits, 94.3% responded that they did not think they would have a difficulty with the transfer of all-University requirement credits. Similarly, 88.6% of these students anticipated no difficulty with the transfer of college general education requirement credits or major requirements. Thus, these potential students were only slightly more optimistic about transfer problems than the students who had already gone through the transfer process.

The potential University transfers were, however, more concerned in their anticipation of other transfer problems than was the case among those students who had already made the transition: 31.4% (vs. 6.5%) anticipated difficulty in finding suitable housing; 37.1% (vs. 24.2%) anticipated a problem with the large size of the University; and 31.4% (vs. 23.7%) anticipated that doing junior/senior level work would present a problem for them. These potential transfers felt slightly less concerned (11.4% vs. 12.1%) about meeting new friends and joining organizations than was the case among those students who had already transferred.

When queried about the source of their information about the University of Wyoming, most of the students (91.4%) said they consulted the University of Wyoming Bulletin. More than half (62.8%) said they had also had personal contact with friends at UW concerning information about UW courses and requirements and 80% said they utilized the UW Course Transfer Guide. Only 60% said they got their information about the University from their community college advisors and, in fact, more than 20% said they had talked with a University of Wyoming advisor to gain information about the University.

While most of the responses of the potential transfer students were similar to the responses given by the students who had already transferred to the University from Wyoming community colleges, one point stands out from this survey: for many community college students, especially those who grew up in Wyoming and graduated from Wyoming high schools, the University of Wyoming is their only choice of a four-year institution to which to transfer.

RECOMMENDATIONS

The subcommittee on University of Wyoming - community college relations has formulated a number of recommendations based on the information they have received from faculty, students, administrators, and legislators. It is noted specifically that the institutions of higher education in the State of Wyoming, whether community colleges or the University, are all directed toward a two-fold goal: providing quality education for students and service to their communities. The recommendations, therefore, are based on a single assumption: that the community colleges in Wyoming and the University of Wyoming can work together within the existing structural arrangement to cooperate to meet their common goals of education and service.

It is specifically agreed within the subcommittee that at the present time a "super board" concept would provide no discernable advantage for cooperation and would create a costly additional level of bureaucracy within the state. It is also agreed within the subcommittee that, while much progress has been made in cooperation between the community colleges and the University, much work remains to be done. Most of that work, however, is apparently involved with changing perceptions: perceptions of mistrust and unfair treatment. It is toward the achievement of these changes necessary to handle the educational and service needs of the State of Wyoming that the following recommendations are proposed by the subcommittee on University of Wyoming - community college relations. The subcommittee would especially like to note that these recommendations are either of no financial cost or little financial cost to the University, involving mostly costs in effort and attitude.

Recommendation 1: There should be a common freshman year program offered at both the University and the community colleges. The advantages of the common freshman year, already documented elsewhere within the University, can be enhanced by involving the community colleges in a cooperative effort. Such a cooperative effort would also help reduce the number and intensity of credit transfer problems.

Recommendation 2: There should be a common course numbering system among the community colleges and the University. This common numbering system should note clearly classes which are transferable to the University and those which are not. The advantages of such a numbering system

would best be seen in easier advising, and therefore more accurate advising of students at both the community colleges and the University. It would also provide a means to help overcome credit transfer problems.

It is also recommended that the advantages and disadvantages of a common academic calendar, common admission forms, common tuition fees, and common residency requirements be explored to provide further areas of cooperation between the community colleges and the University.

Recommendation 3: There should be closer faculty relations between community colleges and the University. In this regard, it is specifically recommended that the articulation conferences, already proven to be useful cooperative arrangements, be continued and expanded so that faculty interaction can enhance cooperative relations among institutions and aid the smooth transition of students through their academic journeys.

It is also recommended that two faculty exchange programs be instituted. The first would bring qualified community college faculty to the University of Wyoming to teach a single course each during summer sessions. It is hoped that part of the funding for this program could come from the community colleges as faculty development funds, since only one-half of the faculty member's time would be teaching and the other one-half could be devoted to research and/or course development. The second program would be a continuing semester or year-long exchange of faculty between the community colleges and the University, with qualified University faculty members teaching in a community college and qualified community college faculty teaching at the University.

It is also recommended that work continue on coordinating program requirements between community college programs and University programs to provide a smooth transition for students.

All of these aspects of the recommendation for closer faculty relations would provide both better education at all levels in Wyoming and a better transfer environment for students from community colleges to the University.

Recommendation 4: The University of Wyoming should provide a coherent and visible program to aid community college students who transfer to the University. In this regard, a number of suggestions are provided: (1) a welcoming assembly for commu-

nity college students should be held, which would provide transfer students with information about how the University operates; (2) a brochure should be printed, directed to community college transfer students, to show clearly where they can turn in the University to receive information on academic advising, counseling, library and other support services, student organizations, medical care and any other information which is important to survival at the University; (3) the University should send representatives from the faculty and the administration to each community college on a regular basis to answer questions about transfer to the University; (4) the University should continue its special spring registration for community college students so they will not have to register at the beginning of the fall semester; (5) an individual within the University should be designated to coordinate and spearhead these transfer programs.

Recommendation 5: The University should make a concerted effort not only to continue its service to the state, but to enhance it as well. In this regard, several suggestions are offered: (1) it is vital that the University make the *Bulletin* (or catalogue, as it is also known), an easy and comprehensive source of information about the University, including information not only about policies and requirements, but also phone numbers and addresses of persons/offices important in the process of enrolling at the University; (2) the University academic departments should be seriously encouraged to provide service to appropriate constituencies within the state through public lectures and lectures in schools; (3) a coordinated effort to sponsor scholastic contests at the University (perhaps in cooperation with the community colleges) should also be undertaken; (4) the

University should have a continuing public relations presence in the state which outlines the service the University provides in numerous ways to various constituents across the state, and this public relations presence should include cooperative public relations with the community colleges concerning the cooperative efforts in which the institutions are engaged.

Such an effort to enhance the service and cooperative image of the University and the community colleges can aid in recruiting students as well as providing a source of continuing solid citizen support for higher education in the state.

Recommendation 6: A standard for cooperative agreements between the University and the community colleges should be created. While it is understood that any cooperative agreement with a particular community college will necessarily have its unique features, the features which can be standardized should be in order to provide a fair and equitable treatment of all community colleges in their relations with the University.

Recommendation 7: The University and the community colleges should cooperate in sponsoring cultural and extracurricular (where appropriate, e.g., forensics) activities that can be of benefit to as many as possible within the state.

Recommendation 8: A continuing information-gathering process should be instituted to help track students from community colleges through the University, to provide continuing information about student needs and to provide a shared source of data which can be used by both community colleges and the University to better serve students and the state.

Table 1

Summary of Concerns and Proposals from Administrators, Faculty and State Legislators (N = 32)

RESPONDENTS	Happy to participate in study	Mention good cooperation	Concern with transfer of credit	Concern with UW advising	Concern with UW attitude toward quality of CC education	Concern with UW procedures for numbering and changing courses	Like articulation, want it to continue, increase	Want more qualified CC instructors to teach UW courses off-campus	Want more UW courses statewide	Want more cooperation on all sides	Want to use technology to increase cooperation	Want UW Vice President for off-campus relations	Want UW representatives to visit CC, bring more information	Eager to discuss concerns, proposals further
Casper College (2)*	0	2	1	0	0	1	0	0	0	1	0	0	0	0
Central Wyoming College (3)	2	2	1	0	0	1	1	0	0	1	2	0	0	0
Eastern Wyoming College (1)	0	1	0	1	0	0	1	0	1	0	0	0	0	0
Laramie County Community College (5)	0	2	2	1	0	1	2	2	1	0	0	0	0	2
Northwest Community College (5)	4	2	3	1	1	1	3	1	1	2	0	0	0	1
Sheridan College (5)	2	3	3	1	0	2	0	0	1	1	0	0	0	0
Western Wyoming College (3)	1	2	0	0	1	0	2	0	2	0	0	0	0	1
University of Wyoming (6)	1	3	2	0	0	1	2	0	0	1	1	1	0	1
Legislators (2)	0	0	2	1	0	0	0	0	0	0	0	0	1	0
TOTAL	10	17	14	5	2	7	11	3	6	6	3	1	1	5

PROPOSALS:

1. Continued sharing of library and other resources.
2. UW needs to improve statewide image, with an emphasis on service to the state.
3. UW needs to provide more complete and organized information for community college students and advisors.
4. UW needs to treat transfer students better (in the future students will need UW less, UW will need students more).
5. Improve work of the field reps.
6. Need more UW cooperation with community colleges in extracurricular activities.
7. UW and community colleges need to coordinate their programs in many areas.
8. Faculty exchanges would be helpful for all.
9. More UW - community college sponsorship of cultural programs.
10. State should integrate higher education for the entire state.

*number of responses

Table 2
Problems Perceived by Transfer Students

Problem	Was a Problem	No Problem
Transfer of all-University requirements	7.0%	90.7%
Transfer of college requirements	16.9%	80.6%
Transfer of department/major requirements	16.1%	81.4%
Finding suitable housing	6.5%	92.4%
Large size of the University	24.2%	75.8%
Finding friends/joining organizations	12.1%	87.9%
Doing junior/senior level academic work	24.2%	75.8%

SECTION C

STUDENT EDUCATION - EMPLOYMENT INTERNSHIPS SUBCOMMITTEE REPORT

May, 1987

Fee Busby, Chair

One of the questions posed to the Statewide Activities Committee was how internship programs could be used by the University to improve educational programs and increase the presence of the University in the state. We defined internship programs as "work experience related to the student's major for which the student receives academic credit and is supervised in his or her work by both the employer and a faculty member in the student's academic department." Part I of this report summarizes findings of current situations on campus, and Part II summarizes findings from other land grant universities.

PART I

SUMMARY OF A SURVEY OF UNIVERSITY OF WYOMING STUDENT EDUCATION - EMPLOYMENT INTERNSHIP PROGRAMS AND SUBCOMMITTEE RECOMMENDATIONS

Fee Busby

1. Questionnaires were sent to all academic departments on campus. Questions were designed to find out how programs are administered by departments who have already created internships, if other departments are interested in creating internships, and how existing or proposed internships could be improved.

2. Out of questionnaires distributed, 26 were returned. Fifteen departments indicated they have internships. Average enrollment is 17 students per year. The range in the number of students is 1 to 105.

3. Eleven departments indicated they did not currently offer an internship but seven of these indicated they were interested in starting such a program.

4. All departments that now offer internships provide some faculty supervision of students' work.

5. Credit for internships ranged from 1 hour for general assistance in campus facilities, such as Gallery 234, to 12 hours for full-time employment in a business or agency. Decisions on the credit to be given for an internship are made by individual departments.

6. Grading of internships at UW are about evenly split between the standard A-F and pass-fail grading. All departments indicate that students must write reports or submit portfolios of work to receive a grade. About one-third of the respondents indicated that the intern's employer participated in the grading.

7. Almost all existing programs indicated that additional help to recruit students and employers, match students with employers, supervise students,

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and grade students was necessary to further improve internship programs. Travel funds for supervision of students will be necessary to further expand the programs outside of Laramie or Cheyenne.

8. Based on the high percentage of questionnaire respondents that indicated they already have an internship program or that indicated an interest in starting a program, It is recommended that a task force be established within Academic Affairs to develop a campus-wide plan for offering education-employment internship programs at UW.

9. Based upon information provided by departments, three ideas of how to proceed are presented:

a. A central internship office to work with departments and academic standards committee to establish equitable standards for all students would be acceptable. The central office could also assist in some of the administrative work required. Included is recruitment of prospective employers and general monitoring of individual internship programs. The office that comes closest to this now is the Center for Career Planning and Placement.

b. We are missing many opportunities on campus to place students in internship programs through existing employment opportunities. The current summer work program is an example of where internships could have been established as part of campus employment. Such internships would aid in student education, as do all internships, but would also assist the University in getting the work done in a more professional manner (i.e., place students in jobs related to their major and include a professor from the major department in the supervision of work).

c. As a way of increasing internship opportunities and of providing improved supervision of internship programs, we might identify departments such as Adult Education, Sociology, Vocational Education, Business Administration, and Political Science where administering an internship in another department would serve as a worthwhile internship experience (i.e., a student in Adult Education would work as an intern in the Range Management Department to administer an internship program for Range Management students).

An abundant amount of information has been provided by UW departments and other universities about how internship programs are administered. This information should be maintained and made available to UW departments that are interested in establishing or further developing internship programs and to the University task force assigned to further develop internship programs and opportunities at UW.

PART II

SUMMARY OF A SURVEY OF LAND-GRANT UNIVERSITIES' STUDENT EDUCATION - EMPLOYMENT INTERNSHIP PROGRAMS

Charles Guerin

The following is a summary of 28 responses to a survey I sent to U.S. land-grant universities regarding student internship programs (see survey at the end of this section).

In response to question one, "Do you have an internship program?", 27 of the 28 responded yes, averaging 359 students per institution. The highest number of students participating was 950, the smallest number was 40 students.

Regarding the recruitment of students to the internship program, in most cases (twelve of the 28 universities) students are recruited to the program through advertising and word of mouth. In seven of the universities, internships are required for specific academic degrees or programs. In four cases, students participate only after being recommended to the program. Five of the 28 universities did not respond to the question.

When asked how employers were identified to participate in the program, many universities indicated they used a variety of methods. A relatively standard method is the formation of an active registry of employers in an office of cooperative education or career planning. Thirteen institutions indicated they use these offices in matching employers with interns. Eight indicated they rely on long-standing relationships between departments and business. In eleven instances, the program relies most heavily on the students and faculty to identify prospective employers. Employers are also identified through referrals, federal and private internship announcement bulletins, and job fairs.

When asked how they matched students and employers, in ten cases there is an established process for matching student needs with employer needs. In many cases, student applications are pre-screened and forwarded to the employer. In most cases (eleven), students choose among available internship positions and independently interview for those positions. In most cases the final placement is through a collaboration between the employer, the student, and the professor in the program.

When asked how they provided supervision, all indicated they have a professor responsible to supervise each student. Sixteen indicated the professor actually visits the student on site. Seven indicated they have established on site supervisors. All who responded indicated there is an evaluation process which might include papers, interviews with student and employer, and evaluation forms. Many (twelve) indicated the presence of an initial contract outlining the responsibilities of the student, the faculty advisor, and the employer.

When asked about grades and credit, there was no standard which emerged. About 50% use pass/fail, 50% A-F. Credits range from one to twelve hours and depend on the length of the experience and are designated through consultation with the academic supervisor.

No single department area appears to be most active in internship programs. Business, engineering, communications, nursing, English, physical education, music, accounting, psychology, agriculture, and political science were mentioned as areas with strong internship programs.

When asked if there are university-wide standards applied to internship programs, seven answered yes, and seventeen no. The yeses applied mostly to a standard number of hours on the job in relation to credit hours awarded.

The average annual cost of administering internship programs is \$125,000 with the high at \$350,000 per year and the low at \$9,000 per year for the thirteen institutions who volunteered a figure. Some run their programs on a shoestring, others are fixed within departmental budgets.

Of the 28 respondents to the survey, eleven universities do have centralized offices dealing with student internships; thirteen, however, do not. Programs vary from highly structured, well-funded programs to very small haphazard attempts. If any trend could be assessed, it is that universities are

very interested in such programs, and those which do not have programs are very interested in creating them. There was a sense that such programs are highly useful and beneficial, but also that they are complex and expensive to administer well. Those institutions which do have programs were thoughtful in sending extensive material outlining their programs. This material will be extremely beneficial in formulating, improving, and coordinating internship programs at the University of Wyoming.

University of Wyoming Internship Program Survey of Land Grant Universities

1. Do you currently have student internship programs available to students at your university?

___ Yes (If yes, how many students participate annually ___) ___ No

2. What methods are used to identify or recruit students for your internship program?

3. What methods are used to identify or recruit employers for the internship program?

4. How do you match students and employers?

5. How do you provide supervision to the student to insure a quality educational experience?

6. How do you grade internship students (A-F/pass-fail)? How much credit is offered? Are reports required (etc.)?

7. What departments are most active in your internship program?

8. Are there university-wide standards which apply to all internship programs (Grading, credit hours, criteria for considering a job opportunity for an internship)?

___ Yes ___ No

If yes, would you share with us the nature of those standards.

9. What is the annual cost of administering your internship program?

\$ ___ per year

10. Do you have a central university office responsible for coordinating or placing students in your internship program from various departments and colleges?

___ Yes ___ No

SECTION D OUTREACH SUBCOMMITTEE REPORT

May 15, 1987

Barbara Hakes, Chair

The Committee felt that, above all else, the University must clearly define the priority for Outreach (more broadly defined as off-campus education) within its own set of goals. This report assumes that off-campus education takes a very high priority and thus will or should be supported accordingly. It further assumes that the Trustees will examine, very carefully, the balance between (1) on-campus education, (2) off-campus education, and (3) research. The recommendations are not prioritized.

Non-credit/credit professional development seminars/programs

In order to attract more industry to the State and to better serve its existing clientele it is recommended that:

1. By 1987-88 The University designate a central organization which will be responsible for certificate and/or "non-credit" programs focused upon, but not limited to, businesses and industries in the state. Note: This may be one of the ways in which the University can contribute toward the creation of an environment which promotes economic development and diversification.
2. The institution conduct a needs assessment of state businesses for such programs during the academic year 1987-88. The needs assessment should also contain an inventory of telecommunications hardware/capabilities at each location. (There is a UW committee which is specifically addressing telecommunications and outreach being chaired by John Christopher.)
3. The institution conduct a needs assessment of businesses and industries which might potentially consider a move to Wyoming and ask them what types of programs they would need to access for their employees both in terms of credit and non-credit opportunities.
4. The University vigorously pursue the development and marketing of a plan based upon the results of (2) and (3) which will attract businesses and industries to the state and better meet the needs of existing industries.
5. The University pursue ways to use staff and graduate students; they are not affected by promotion and tenure. The University's non-credit or certification programs do not have to be conducted by persons with Ph.D.s or Master's degree. Some courses might be cosponsored with other agencies and institutions such as the community colleges, state agencies and public service agencies.
6. The University offer non-credit programs on an actual cost plus overhead basis or on a market value basis. A recommendation is made to develop a clear policy regarding this issue.
7. The University use dollars, not promotion and tenure, as incentive for tenure-track faculty to participate in the offering of professional development or non-credit programs.
8. The University market "non-credit" programs in a positive manner and perhaps offer them as certificate programs where possible.
9. The University develop degree programs such as a master's degree in management which would not come from any one college but may draw upon courses from several colleges as a general University degree. There is a need for degree programs which can be used for improving professional skills or the operations of one's own business which are not tied to the accreditation standards of any one college and which are not degrees granted by any single college. We need more diversity in degree programs; most degrees offered are presently professionally oriented.
10. The issue of cost for on-campus credit vs. off-campus credit needs be carefully examined and some equitable policy established.

In order to provide incentives for colleges and individual faculty to engage in activities which support credit extension courses and degree programs it is recommended that by 1989, The University provide incentives for faculty and colleges to engage in off-campus education programs.

The following are suggested courses of action in this regard:

1. The Trustees should approve a mission statement mandating the scope of the University's credit extension programs. This must be addressed as a high priority issue.

- a. The teaching load should be written into faculty job descriptions; thus faculty would be paid as much for a course in Sheridan as they are for a course on campus.
- b. Appropriate recognition structures must be built into the promotion and tenure criteria.

OR

2. The Trustees should approve a mission statement that the University will provide off-campus education based upon the resources available, including provisions that:

- a. Reward be based on extra time equivalent to the reward for teaching summer school.
- b. Faculty be paid a minimum set fee per credit hour which is slightly above what 11.1% per three credit hours would be for the average assistant professor salary on campus, and that all faculty be paid 11.1% of their salary per three credit hours when that is more than the minimum fee.
- c. Some set fee per credit hour (\$100) come back to the department out of the faculty members' salary to be used as discretionary money for additional travel, graduate assistance. Another alternative is that the entire amount go back to the department for use by that same faculty member for the above stated purposes. Yet another alternative is that there be a set of choices the faculty member may make about the way in which he/she is reimbursed. Such a set of choices will improve faculty morale and give them more control over the resources they earn in order to support research, develop more outreach programs, etc.

In order to utilize its existing resources as efficiently as possible:

1. The University should examine ways in which to restructure all existing off-campus programs to provide a unified off-campus education image for the institution. To help accomplish this the following recommendations are made:

- a. If we have a central leadership that is committed to statewide activities then a centralized, coordinated program to help UW effi-

ciently address the problems of Wyoming is needed and can contribute to economic development and diversification. This can only be accomplished if the Trustees and the President establish this work as a high priority.

b. The University is present in the state in many ways and through numerous programs. Yet because these programs are typically administered separately and from different offices or agencies, the image in the state is one of little or no service from UW. If the University would examine ways in which it might combine its services with those of other institutions and agencies (community colleges, public schools) perhaps there is a way in which the University could not only "broker" its own programs and services under an agency, but also those of other agencies. Under this model the people of the state would contact only one central office in each community (or nearby community) for information on educational programs and opportunities offered by the state and the University. Now may be the time to consider such a restructuring with a new Governor and a new University President. These combined services could support all off-campus educational programs.

c. It is essential that the University examine ways to provide on-campus instructional design and media services. These services must be separated from Communication Services and administered by a Ph.D level professional from the Instructional Technology field. These services should be centralized in one facility. Student interns from Art, Journalism and Telecommunications, Instructional Technology, and other academic programs should be used to help staff the service center. It is imperative that such a service be established immediately if the University is to successfully expand its off-campus offering either through telecommunications, video tape, or other delivery systems. All other institutions supporting extensive outreach programs provide fully developed instructional media support services for the faculty involved in teaching such courses.

d. Are statewide activities defined in the broadest sense? This should be considered by the Trustees and the new President. Perhaps, for example, a statewide activity or role for UW could be to translate UW research and other

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endeavors to Wyoming business and industry through the centralized service described in b above.

e. Computerized database of all off-campus educational opportunities and UW research projects should be developed so that all agencies and institutions can gain access.

2. The University should maximize the use of its existing resources to support off-campus education through some of the following:

a. Reallocation must be made internally toward support of off-campus education as soon as possible.

b. As soon as possible the legislature should be asked to provide funds to match the University's reallocations to support off-campus education, or to subsidize off-campus education in some manner.

c. Media services to support instruction should be totally separated from media services to produce information services and instructional media/design services should be supervised by someone who is a specialist in that area. This should be done immediately as support services provided by such an agency are necessary if we are to make the most of our start-up with the CSU Microwave link during the fall of 1987, and in addition if we are to support all on-campus and off-campus instruction programs. We can't be "high touch with high tech" without such services. It is recommended that the effort initiated by Joan Wadlow to provide campus-wide instructional media services be continued and accelerated. This program is presently administered out of Roland Barden's office.

d. The University should establish student (credit bearing) internships in the areas within the University which support off-campus education to help provide the staffing necessary to strengthen the programs involved (e.g., instructional media services). Such experience would make students more marketable and at the same time would provide the University with a vast resource of highly talented people at minimal cost.

In order to support all off-campus education the following recommendations are made:

1. The University must explore specific ways in which to give credit for experiential learning.
2. The University must examine a general studies degree and reassess the new general education requirements to provide more flexibility for outreach and extension than presently exists.
3. Off-campus programs should be expanded by utilizing qualified community college faculty in concert with campus faculty to develop the expertise to offer courses.

UW image regarding service to the State:

1. Need marketing campaign to publicize what we do now. Develop specific ways to address this ... more registered lobbyists, etc.?
2. Stop asking negative questions about what UW is not doing. Rather ask what is needed and make certain a mechanism is in place to develop a solution to the need (see Statewide Activities Appendix, Section B).
3. Make certain the cost of conducting the activity is well understood, e.g., we lose money on audio telecommunications credit courses; how will we support the cost of interactive video courses?

SECTION E

ECONOMIC DEVELOPMENT SUBCOMMITTEE REPORT

May 13, 1987

Colin Kaltenbach, Chair

Overview

The nation's universities are being asked to play a more active role in economic development for the regions they serve. Response to these new demands has been variable depending on local conditions, leadership, vision, and available resources.

How an institution becomes involved in economic development and the specific roles it will play depend on many factors. Any successful program will have to be tailored to the needs of the state. As summarized later in this document, the University of Wyoming is currently involved in numerous

"economic development" activities. The impetus for these activities has come from a variety of forces both external and internal to the University. Although most appear laudable as independent entities, we believe that some overall plan tied to specific goals is in order.

Unfortunately, it is difficult for the University, as an independent entity, to develop comprehensive goals, objectives, and strategies for the state. The University, however, can play a major and important role in such a statewide effort. The University is thus strongly encouraged to become an active participant in this process under the leadership and direction of the Governor's office.

Commitment

Strong commitment by the University is essential for the success of any economic development effort. Such commitment must be expressed in several ways. First, the faculty must receive clear signals and direction from department heads, deans, vice presidents, the President, and the Board of Trustees that economic development activities are desirable. Faculty need to be assured that participation will lead to reward, not jeopardy.

Adequate response to needs of economic development will require significant financial resources. Recent reductions across the University have limited any flexibility that existed to respond to new initiatives. Reallocations thus seem evident for major new programs unless alternative resources can be identified.

Summary of Current Activity

Individual Economic Development Projects

As one part of its mission of service to the state, the University of Wyoming has initiated a research program in support of development and diversification of the Wyoming economy. This initiative is supplemental to other state efforts in support of the Wyoming economy, and it was started in large part by a special appropriation to the University from the Wyoming legislature for FY 1987.

These funds were distributed by a Priority and Review Committee which selected the projects with an eye towards broadening the industry base of the Wyoming economy, as well as with an eye towards support for traditional Wyoming businesses. The selection of projects also recognized the need to match the strengths within the University research community and the needs of the state.

The projects approved for funding by the Priority and Review Committee also reflect a balance between industry sectors, including the tourism, agriculture, and mineral extraction industries. An essential aspect of the economic research initiative is to aid in the broadening of the industry base of the Wyoming economy, with the long-term goal of dampening the effects of cyclical swings in the coal, oil, and gas industries. The projects which were conducted during the 1986-87 academic year are summarized below:

1. "The Impact of a Price Premium on Wyoming Lean Beef Sales"
Principle Investigators: Ray A. Field, Department of Animal Science Dale J. Menkhaus, Department of Agricultural Economics
Funding from special appropriation: \$31,800
2. "Economic Development and Diversification Strategies for Wyoming"
Principal Investigator: Shelby D. Gerking, Department of Economics
Funding from special appropriation: \$22,697
3. "Marketing Feasibility Studies for Wyoming Businesses"
Principal Investigator: Raymond A. Marquardt, Institute of Business and Management Services
Funding from special appropriation: \$10,000
Funding from private businesses: \$10,000
4. "Archaeological Research and Economic Development in Eastern Wyoming"
Principal Investigators: George C. Frison, Department of Anthropology
Charles A. Reher, Department of Anthropology
Funding from special appropriation: \$2,560
5. "Managing Wyoming's Agricultural Resources to Increase Income from Tourism and Recreation"
Principal Investigators: James J. Jacobs, Department of Agricultural Economics
David T. Taylor, Extension Specialist - Community Development
Alan C. Schroeder, Department of Agricultural Economics
Edward B. Bradley, Department of Agricultural Economics
Funding from special appropriation: \$30,000

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6. "The Wyoming Business Corporation Act and Blue Sky Laws"
Principal Investigators: Harvey Gelb, College of Law
Edward A. Dyl, Department of Business Administration
Student Investigator: Kari Jo Taylor, College of Law
Funding from special appropriation: approximately \$2,000
7. "Tax Structures — Wyoming vs. Competitor States"
Principal Investigators: E. George Rudolph, College of Law
William E. Morgan, Department of Economics
Student Investigator: Donald R. Wrobetz, College of Law
Funding from special appropriation: approximately \$2,000
8. "Periodic Springs Tourism Development Materials, Afton, Wyoming"
Principal Investigator: Peter W. Huntoon, Department of Geology and Geophysics
Student Investigator: James C. Coogan, Department of Geology and Geophysics
Funding from special appropriation: \$500
Funding from Afton Chamber of Commerce: \$500

Consultation and supervision donated by Peter W. Huntoon
9. "Proposal for a Conceptual Level Feasibility Study - Carbon Fuels Corporation"
Principal Investigator: E. Gerald Meyer, Department of Chemistry
Funding from special appropriation: \$18,000
Funding from the Economic Development and Stabilization (EDS) Board: \$19,200
10. "Banking Regulations - Wyoming vs Other States"
Principal Investigators: Jack L. VanBaalen, College of Law
Edward A. Dyl, Department of Business Administration
Raymond E. Spudeck, Department of Business Administration
Student Investigator: William R. Flagg, College of Law
- Funding from special appropriation: approximately \$1,500
11. "Proposal for Video Taping of 'How to Obtain Financing for Your Business Firms'"
Principal Investigator: Raymond A. Marquardt, Institute of Business and Management Services
Funding from special appropriation: \$10,000
12. "Wyoming Business and Tourism Magazine"
Cooperative venture with the EDS Board, and eleven other to-be-identified sponsors.
Funding from the special appropriation: \$7,500
Funding from the University: \$12,500 (not yet approved)
Funding from the EDS Board: \$20,000
Funding from other sources: \$200,000 (not yet approved)
13. "New Industries Based on Transcontinental Telecommunication Lines which Cross Wyoming"
Principal Contractor: Federal Engineering, Inc., Fairfax, Virginia
Funding from the special appropriation: \$8,000

On-going Activities To Assist New and Existing Businesses

The Institute of Business and Management Services (IBMS) division of the College of Commerce and Industry has been involved in several activities which help both: (1) people form new businesses and (2) current business firms expand or remain in business. A summary of the services provided by IBMS during 1986-87 follows:

1. Conducted 27 Small Business Institute projects with different Wyoming firms. This activity is directed by Dan Herron. The faculty supervisor for each project oversees two to five students who do most of the detailed work.
2. Administered an Intern Program which placed 104 students, mostly with Wyoming firms and organizations. Trish Corner directs this program which requires: (1) All publicity efforts including direct mail, (2) Correspondence with companies, organizations, and students, (3) Interviewing and screening candidates, (4) Monitoring student performance, and (5) Evaluating student performance.

3. Served as a Wyoming Small Business Development Contact Center by:
 - a. Meeting with 41 businesses in individual counseling sessions from August 1, 1986 to April 1, 1987.
 - b. Conducting five workshops covering entrepreneurship, customer services, and business planning.
4. Conducted two projects for UW's Economic Development and Diversification efforts.
 - a. Filmed five "thirty minute" VCR tapes on "How to Obtain Financing." Twenty business people were filmed in this series.
 - b. Conducted ten marketing potential and market planning projects.
5. Conducted (or in process of conducting) three major market planning projects for clients who received funding from Wyoming Community Economic Development Block Grants from the State Department of Economic Planning and Diversification. The projects must be completed in a very short period of time.

The College of Agriculture has conducted two research projects related to economic development that were specifically funded by the Wyoming state legislature. The first of these two projects examined the feasibility of marketing "Wyoming Lean Beef." This project has been completed and a marketing program has been implemented. The second study is ongoing and is designed to assess the various "value added" opportunities for agricultural products in the state.

The College of Agriculture Cooperative Extension Service has taken the lead in developing "Take Charge" programs in both Big Horn and Washakie counties. These rural community assistance programs organize local task forces to identify means of increasing employment, increasing income, and improving local services. Although locally organized, these groups have relied heavily on University personnel for expertise in developing their social and economic development programs. A detailed description of this program is included in Statewide Activities Appendix, Section F.

In addition to these activities, the Cooperative Extension Service, Department of Range Management, Department of Home Economics, School of Extended Studies, and the UW Field Offices have

also been active in providing workshops in many locations of the state. Workshops have been presented covering: "Home Based Businesses", "Ranch Recreation", "Marketing Your Products", "Changing Horizons in Agriculture", and "Rural Entrepreneurship."

Specific Recommendations

As stated above, the University is involved in several economic development activities. Most of these programs should be continued; however, in some instances, it would be beneficial to combine efforts. Specifically, the subcommittee recommends the University identify an Economic Development Task Force. This group would focus its attention on main-street businesses in the various communities in the state. Composition of the task force could be flexible but the core group should consist of an economist, a rural sociologist, and a person experienced in community development and planning. Additional personnel for consideration could include a human development specialist, a political scientist and others with appropriate experience. The task force must also include the local small business development center director and perhaps one or more representatives from cognizant state agencies.

Upon invitation, the task force would assist in the formulation of an economic development plan. Such a plan would be developed and written by local individuals, not the task force. The task force would only provide guidance and expertise to the process. Such assistance could come in the form of computer models on retail trade and retail sales, community surveys, demographic projections, etc. Such a plan would provide the community with realistic alternatives and identify additional educational needs that might be provided by the University. Examples of such needs include economic development workshops, public policy workshops, leadership development training, how to start a business and business management seminars, orientation sessions for local government officials, entrepreneurship seminars and workshops, and perhaps individual business counseling including market feasibility studies, etc.

The above described approach will identify specific needs of existing businesses and provide an assessment of potential new industries that would provide net economic gain. The attraction of new

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businesses and industry might require additional efforts such as the establishment of an incubator (a program that reduces up-front and overhead costs and usually includes shared and subsidized office space, personnel and equipment, and may also include low-cost consulting). Such on-site shared-service facilities must be sponsored by local governmental authorities, but the University could provide data bases, consultants and perhaps specific access to resources such as the computer facility. The University should provide ideas and expertise but should not participate in the actual operation of such facilities.

The University should be particularly aware of its potential role in helping existing and recruiting new technology-driven businesses. Such companies should be encouraged to visit the campus. These visits could lead to development of intellectual connections, joint research projects, etc. Such a program is already underway at a modest level in the area of composite materials fabricators. All such programs of this nature will need to be coordinated with the cognizant state entities (EDS Board) as appropriate.

Finally, the University should consider its role in job skills training and retraining. This is particularly important in the effort to attract technology-driven businesses. Acquisition of federal funds to develop joint programs with the community colleges should be pursued. A satellite-based communications system is essential for this effort to be successful.

Issues

Effective implementation of the above suggestions in so far as they require involvement of University faculty will require that answers be developed for the following issues:

- a. Level of commitment
- b. Internal leadership
- c. Size and type of program
- d. Faculty incentives and rewards
- e. Intellectual property
- f. Internal and external barriers
- g. Other

Following is a summary of statements and thoughts arising from the Jackson Economic Development Conference:

New roles for Universities in Economic Development

- Retraining of dislocated workers
- Consultation for commercial business
- Community targeted R & D
- Patenting and leasing of new technology
- Incubation of start-up companies
- Venture capital investment
- Recruitment of industry to region
- Development of campus industrial parks (location is critical)

Required attributes to play economic development roles

- Excellence in engineering, applied science and economic disciplines
- Capacity for cross-disciplinary problem driven research and education
- Clear sense of mission with explicit acceptance of economic development role
- Commitment to planning for changing roles in society
- Entrepreneurial, change oriented culture in faculty, administration and board
- Nimbleness in response to external stimuli
- Good location and abundant space

Possible Models

- Centers of excellence
- Information dissemination
- Project grants
- Entrepreneurial Education
- Comprehensive consortiums

Elements of University/Industry Impact

- New technology is being developed
- Traditional separation of basic research is blurred
- Time frame for information transfer is shortening
- University/Industry partnerships are increasing
- New motivations for universities
- New motivations for industry
- New federal and state programs encourage interaction
- Effective mechanisms have developed to enhance interaction

Elements of University Impact

- Direct funding
- Indirect funding
- Students
- Faculty
- Public perception

Necessary steps for initiating new business enterprises

- Must find a market need—then fill it!!
- Focus on needs, wants, problems, concerns
- Maximize competitive disadvantage
- Determine contents of program
- Data acquisition and analysis
- Identify size and growth rate of market segment
- Analysis of competition

Random Thoughts

- Interdisciplinary efforts—way of the future
- Economic health requires technological innovation and science
- How do we define success—new jobs? new taxes? new capital? jobs retained?
- Starting something for economic development per se is a mistake!
- Must be willing to take and accept risk

- Extra effort required to interest small firms
- Should consider component to help traditional industries
- University attitudes are critical to success
- Programs need to be tailored to each state
- Universities are slow to adapt to change
- Don't worry about process—get some projects in place and get some results!!!!
- Control of agenda is important
- Where is leadership — Industry, Educational Institution, Government?? — Answer – Wherever it is!
- Look at indigenous resources but also reach out
- Consider long term as well as short term benefits
- Need to create an atmosphere of innovation
- Entrepreneurial organizations should be arms length from the University
- There is no technology outside the range of the telephone
- Universities need to reach out to industry
- Economic development is the very essence of education
- Planning and commitment essential

SECTION F

TAKE CHARGE

RURAL COMMUNITY ASSISTANCE PROGRAM

University of Wyoming Cooperative Extension Service

The Wyoming Cooperative Extension Service Advisory Council organized a subcommittee in 1986 to determine what could be done to assist rural communities in Wyoming. The subcommittee developed a program entitled "Take Charge." Leadership in the advisory council represents all facets of Wyoming who recognize the importance of the rural community. Leadership for "Take Charge" is taking a very positive and aggressive role in providing special help to those towns and rural communities struggling to survive.

Take Charge is an educational process for local leaders who are interested in addressing contemporary problems. The success or failure of Take Charge will depend in large part on three critical elements;

(1) Core leadership; (2) Community organizations and; (3) Resources from public and private institutions and organizations.

People in small towns are facing agonizing problems in both public and private arenas. The solutions may be nowhere in sight. However, problems must be addressed to develop some orderly plan that will give people hope and perhaps capitalize on what opportunities may, in fact, exist.

The need is apparent and opportunity exists. Organizational structures can be devised and educational processes employed to develop community resources and provide local citizens with the knowledge and skills necessary to regain control of their own destiny.

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Take Charge is an opportunity for achieving widespread participation of local people in planning and action addressing social and economic needs. It prevents wasteful overlapping by different and specialized organizations. It makes organization more effective since all support each other in the job of addressing the total community. Take Charge can come into being when groups and individuals recognize the need for greater cooperation and coordination in planning and action.

Take Charge represents an organized effort in providing the leadership for establishing an overall community improvement plan. It helps to unite the existing service clubs, civic organizations, commodity groups, and a host of specialized organizations. Take Charge does not necessarily prescribe a definite recipe. However, there are some basic principles suggested through the initial efforts of Take Charge. Take Charge to be successful, must be lasting and effective and must be based on strong informed local leadership.

Community Components

Every community, large or small, rural or urban has interdependent components that contribute to overall viability. Leadership must identify and develop resources within these different components. One must also maintain a positive relationship between the components of the community. These components are:

1. Economic Base (agriculture, recreation, mining, forestry, manufacturing, etc.)
2. Community facilities (library, museum, swimming, recreation, hospital, community hall, etc.)
3. Community services (police, fire protection, health, welfare, culture, recreation, etc.)
4. Institutional base (schools, local government)
5. Human resources (age, income, education, marital status)
6. Natural resources (water, soil, timber, minerals, etc.)

Community Organization

An assessment can be made of local organizations to determine how well they represent the entire spectrum of community needs. Several criteria can be identified in assessing effective organizations.

1. Planning efforts
2. Effective leadership - can develop functional linkages with local/state resources

3. Active citizen participation
4. Professional consultation with external institutions, agencies and organizations
5. Organizational visibility
6. Involved in action - evidence of results contributing to social and economic well-being.

Within organizations several criteria can be considered to determine balanced membership:

- Varying tenure of members and officers/directors
- Individuals who are interested in community and development
- Can effectively work with other groups/organizations
- Are congenial
- Representative of the community - rural/urban, business, age, etc.
- Have geographic representation
- Willing to make a personal effort
- Have wide contact in community including state and national levels

Three factors affecting development of the community that must be addressed in any improvement program are:

1. Increased employment - new jobs
2. Increased income - disposable income
3. Improved services - health, culture, etc.

These factors should have a positive impact on each other. If there is a positive contribution in one factor, the other two factors must remain constant.

Many communities will organize task forces to address each of the factors listed above.

Take Charge suggests the following steps be considered in the initial phase of community awareness and organization.

1. Make up a list of organizations and individuals who represent the entire community. There may be existing organizations that represent the entire community.
2. Invite these representatives to come together and discuss formation of a Take Charge group that would address social and economic conditions. May visit informally with Key Leaders before the scheduled get together.

3. Have the group develop a list of community problems that need to be addressed. Discuss a strategy for initiating action.
4. If the organization is to function, elect officers and develop a constitution and bylaws (see below).
5. Plan and conduct effective meetings including preplanned agenda, advance publicity, punctual meetings, etc.

The problem solving steps would suggest the following:

1. Define problems
2. Identify cause of problems
3. Search for alternatives
4. Study the consequences of each alternative
5. Select the most feasible solution
6. Carry out chosen alternatives
7. Evaluate action taken

The above is a continuous cycle for groups and organizations involved in community problem solving. Results from the evaluation are used to redefine the next set of community problems requiring attention.

Following are some additional materials that may be useful in designing strategies to help guide your Take Charge activities.

- Conduct a trade area survey to determine retail sales and identify economic leakage.
- Examine the potential for recreation/tourism.
- Encourage the expansion of existing business through market studies, visits with managers, etc.
- Investigate the feasibility of new businesses by explaining potential growth areas and/or individuals who have unique ideas.
- Conduct a critical examination of the area's resources to determine if value-added enterprises are worthy of consideration.
- Initiate training for business management, retail sales, underemployed, displaced workers, etc.

Summary

There are many factors affecting Community viability. Leadership must help local people identify these factors in order to take advantage of the opportunities that exist. They must also understand local, state and national trends that are adversely affecting

communities today. Communities are struggling against national policies, powerful economic and social forces, special interest decisions affecting public lands, transportation, health, educational policies, human services and economic activities.

It is truly a challenge for community leadership to design and implement improvement programs contributing to social and economic improvement for Wyoming communities.

The industrialization of America's society has created intense specialization in almost every circle of activity and within every organization and institution. This transformation has created a highly professional social structure characterized by large scale organizations, most of which are vertically oriented. This is contrasted to our previous culture of varied roles, small communities, and small organizations each with a large degree of autonomy.

We are continually moving toward a huge community of vertically organized activities with power of various segments concentrated at the state/national level.

The restructuring into large scale vertically oriented organizations has developed such specialization at all levels that it is difficult for us to recognize the individual. This is fine for specialized problem solving but disastrous for the development of the human community. We have such specialized, large scale organizations concerned independently, for example, with housing, with our highways, with our welfare, with education, with public health, with mining, and yes, with agriculture. It is difficult for them to create an effective system that responds to more than one need. Large scale organizations are of necessity bureaucratic structures often manned by specialized professionals. As a result of specialization and bureaucracy, these organizations are rarely capable of dealing with people as whole human beings or, indeed, even as humans. People are increasingly dealt with as things/objects to be manipulated to some specialized end and, of course, a dehumanization of man and of society results. This is evident in the behavior of practically all large scale organizations from great universities and governmental agencies to private corporations.

These institutions that are organized exclusively to serve agriculture or rural life may no longer be viable. Specialized rural, agricultural programs and rural institutions which operate separately and under special rules of behavior because agriculture

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is different or rural life is superior, have lost their ability to relate to the rest of society where most of the power of decision making now lies. If rural life is to be served, its organizations and institutions must regain access to the power of decision, they must be reintegrated with the rest of society.

In our many individual and organizational roles, we seem fated in this generation to a posture of disorder. We are surprised, we are frustrated, we seek solutions without fully understanding the problem. Great increases in productivity have contributed to this transformation and to its acceleration. We must now comprehend and master the consequences of this national phenomena. Take Charge may emerge as the new breed of informed leadership that can, in fact, make a difference in Wyoming.

PROPOSED

CONSTITUTION AND BYLAWS

TAKE CHARGE - TOWN/COMMUNITY

ARTICLE I. NAME

The name of this organization shall be the "Take Charge" town/community Council.

ARTICLE II. PURPOSE

To provide a mechanism for citizen input in the development and implementation of social and economic programs, that meet the needs of the individual communities and residents of _____ and the surrounding areas.

ARTICLE III. OBJECTIVE

To determine problems, identify resources, develop improvement programs and evaluate progress of planned activities designed to satisfy community needs.

ARTICLE IV. FUNCTIONS

The functions of the Council shall be:

1. Identify areas for program development (community needs assessment).
2. Review and recommend priorities for educational and technical assistance.
3. Evaluate program effectiveness.
4. Develop public support for improvement programs.
5. Serve as a sounding board for emerging issues.

6. Help in public interpretation of critical/controversial programs.
7. Stimulate cooperation and communication among County, State, and National development groups/organizations.
8. Communicate program priorities and fiscal needs to the appropriate resource agencies and organizations.
9. Increase public awareness and positive attitudes of resources available to the community.

ARTICLE V. MEMBERSHIP

Composition:

The Council shall represent the major social and economic interests in the community. Standing committees, subcommittees, and/or task forces can be organized to address special problem projects as suggested by the Council

ARTICLE VI. OFFICERS

Section 1.

- A. The elected officers of the Council shall be a President and Vice-President, elected by the body as a whole. A Secretary shall be selected in consultation with the county Extension office.
- B. Term of Office

Officers shall serve a term of two years from the time of election.

Section 2. Vacancy in Office

If there is a vacancy in the office of President, the Vice-President shall become President, and the vacancy created in the office of Vice-President shall be filled by ballot vote of the Council.

Section 3. Duties of Officers

- A. The President shall:
 1. Be the official representative of the Council
 2. Perform the duties prescribed by these By-laws and by the parliamentary authority adopted by the Council.
- B. The Vice-President shall:
 1. Assume such duties as are assigned by the President and preside in the absence of the President.
 2. In the event of a vacancy in the office of President, the Vice-President shall succeed to the office of President for the unexpired portion of the term.

C. The Secretary shall:

1. Record the proceedings of all meetings of the Council.
2. Provide each member of the Council and the appropriate State Extension staff with copies of the minutes of all meetings.
3. Maintain all records of the Council.
4. Perform other duties assigned by the President.

ARTICLE VII. MEETINGS

Meetings of the Council shall be held at the call of the President of members of the Council. A minimum of 6-8 meetings per year shall be held. Committees shall meet on a need basis.

ARTICLE VIII. COMMITTEES

Such committees as are deemed necessary shall be established and appointed by the Council or the Council President.

ARTICLE IX. PARLIAMENTARY AUTHORITY

Robert's Rules of Order Newly Revised shall govern the proceedings of the Council in all cases not provided for in these Bylaws.

ARTICLE X. AMENDMENT

These Bylaws may be amended at any Council meeting by two-thirds vote of those attending. All Council members will be notified of proposed Bylaws amendments in writing at least thirty (30) days prior to the meeting at which the amendment is to be considered.

APPENDIX
STUDENTS



SECTION A

STUDENT POLL

After considering various ways to solicit student views on campus life, the committee decided to conduct a telephone poll. Questions were gathered from groups across campus (e.g., Admissions, the other Centennial Committees, Housing). The Office of Registration and Records provided a list of students and telephone numbers, randomized by class and living affiliation. Iron Skull, a student service honorary, volunteered to do the telephoning, reaching 53 students and speaking an average of 20-30 minutes with each. The goal of the survey was not to gather statistically significant data; rather, it was to contact a random group of UW students and hear their views of aspects of campus life. The Committee was especially concerned to reach the "average" student, the very one least likely to show up to a meeting on "student life."

Judging from the animated, detailed, friendly responses given to the interviewers, this kind of telephone poll has clear appeal to the students. At the same time, it was impossible for the interviewers to jot down more than key words and concepts. As any statistician could have predicted, what the committee ended up with was a scatter of information, little of which could be formulated into supportable generalizations. No startling complaints or ideas emerged. Thus, the committee used the data from the poll as background and as a check on our own deliberations. A copy of the questionnaire and a summary of the responses may be requested from Janice Harris, Committee Chair, Department of English.

SECTION B

THE UNIVERSITY OF WYOMING: HOW CLOSE A COUSIN TO THE "PUBLIC IVYS"?

A Verbal Report of Impressions by author Richard Moll to the UW Trustees

March 27, 1987

During two visits to Laramie I've chatted with representative groups of UW people: students in small numbers, but all types, assorted faculty members, representative administrators, and a few "friends of the University." My charge was to observe UW in the context of the criteria that I applied to other public universities in picking "The Public Ivys" for my Viking/Penguin book of two years ago. The criteria used to select "The Public Ivys" were as follows:

1. Which public institutions are the most selective at the front gate? Selective admissions, in my view, can be equated with intellectual excitement in the classroom.
2. Which institutions believe in the undergraduate, believe that a general liberal arts education is important for the undergraduate, with vocationalism coming later?
3. Which institutions have the money to put their best ideas into place? Which universities are creative in raising money from public and private sources? Which institutions, regardless of whether they are

rich or poor, are the most resourceful in allocating their monies? (I found some that were dreadful in this regard, but in one poverty state, The University of Vermont is very clever and resourceful in the use of minimal funds).

4. And finally, which institutions have a head start in "Public Ivydom" by already being highly regarded, have considerable prestige, accompanied by positive "folklore?"

I am going to talk in four categories today:

- A. What you UW people seem to think about yourselves ...
- B. The response to my #1 question of every group here: "What would you do if you were Terry Roark and found yourself President of the University of Wyoming? What would you do before the honeymoon is over, say in the first year or so?" ...
- C. Some observations from me, an outsider ...
- D. Some specific suggestions of what might be done to bring UW close to the "Public Ivy" group ...

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First, I want to say a couple of things in a light vein that came from admissions directors in different places. I think of one tidbit from the Dean of Admissions at Lafayette, who in an interview said to a young man, "And why is Lafayette a good college for you?" Response: "Well, I don't want a real big college, and I don't want a real little college. I just want a mediocre college like Lafayette." Second, from Fred Hargadon, the former Dean of Admissions at Stanford, now in New York as Vice President of the College Board. His favorite comment is a recommendation on a Stanford candidate from a high school principal: "John's only weakness is his true lack of potential."

Let me attempt to apply the two anecdotes to the University of Wyoming. If one were to accept my criteria for "Public Ivydom," I would have to say in candor that UW's overall score would be "mediocre." You do have obvious strengths, and I will mention some of these en route. And you are, happily, the reverse of poor little John. It seems to me that there is enormous potential here for doing any number of things right and doing them quickly, because I think they might be on the verge of happening.

A. What you think about yourselves

In going into student groups, I said, "Let's decide on six adjectives that best describe the University of Wyoming." No adjective or phrase was recorded as acceptable unless almost everyone in the room agreed on it. So a lot of adjectives were suggested but discarded. In the view of three student groups, here is UW:

1. Said again and again and again: "a place that cares about people." "close-knit." "the faculty cares about me, the administration cares about me, the other students care about me." "it is a comfortable, good, healthful place to be." "I feel I belong."
2. "Cheap." "It is a real bargain. We know what other places cost, the other places that recruited us. They were much more expensive." "This is a real bargain and my parents, particularly, know that."
3. "A place of decided opportunity. If we ask for something and have a good cause and make a good case, we are probably going to get it: a new club sport, a new interdepartmental major, a new something. It is a place where people listen and respond." (Numbers 1 and 3 are, I

have found, unusual comments from students at public universities. So I consider these enormously complimentary to you.)

4. "A real jock factory." "We like to win; we kill to win; we'll pay any kind of money to win; we think it is important." I found, on the whole, that this concept, in consensus, carried a somewhat negative connotation with your students. It is perhaps best summarized by one student who said, "If we worked as hard at becoming Division I academically as we work at staying Division I athletically, we'd be a stunning, superb institution." The students love to watch those winning games, love the winning sports, but they think the place is too tilted in that direction (although there were a few disagreements).

5. There is a sad lack of pride in the place. As a freshman said yesterday — you have some very articulate freshmen — "We need more symbols that will make our chests swell. Winning scores are not enough; we need more symbols that will make us very proud."

6. The students feel that UW is known as a party school. Some feel the reputation is well deserved, others feel that it is not. A lot of students seemed to feel that this reputation deters many good students from coming here, particularly the Mormon group in the west. And parents don't like the "party school" reputation at all.

7. Students mentioned that UW does not seem to have a clear sense of mission or identity. Again, a clever student said, "It seems that we are a wheel in search of a hub." There are some big, strong spokes here, but a wheel in search of a hub nevertheless.

8. "A place that is slow and reactive." "We'll do things, but after others do them." "We'll imitate others rather than initiating something for others to emulate or copy."

9. "Boring!" Boring really referred most, I think, to student life. But I did hear it again and again. There is a vacuum between going to class and going to the bars downtown.

Summary of faculty and administration comments.

First, place of uneven quality, not necessarily in terms of ability of faculty, but because of uncertainty as to whether one is to emphasize (and will be rewarded for) teaching or research or advising. There are mixed signals, and it makes productivity uneven.

Second, rather poor self image and low morale. As one administrator said, "We tend to celebrate failure a little more than success. It sort of eats on you." Some of this relates to money, some of it seems to relate to lack of strong leadership. Again, a place in search of a mission; the mission as now defined is too diffuse. "All things to all people" — can we possibly fulfill this expectation even though we are the only four-year institution in the State?

"We are provincial. We talk liberal, we talk broad, but actually the place is pretty narrow. And when differences do arrive, are we as good in accommodating them as we were in talking about them? This might relate to majors; it might relate to 'maverick' students like blacks or gays."

And finally, a place in quest of real leadership. I found that the Trustees are not highly regarded, as a group, by the faculty and administration. "Are the Trustees at all interested in education? Or are they just interested in all of the signposts that surround it — the money, the visibility of teams, etc.? Are they interested in the heart of it, the educational process itself? If they aren't, who's supposed to tell them? Who's supposed to get the message to them? We don't sense at our level that they are interested in education."

B. "What would you do if you were Terry Roark, the new President of the University of Wyoming?"

Responses from students, faculty and administrators:

1. Work very hard to identify mission. Narrow the mission. First, get into the trenches and talk to all of the people — students, second level administrators, faculty beyond the obvious department and committee heads. (Whether you agree with their ideas or not is less important than hearing them out.) Look very hard at whether we have spread ourselves too thin and what can be cut to narrow the mission. Are the expenditures also too diffuse? — Look very carefully at peripheral expenditures such as the American Heritage Center, the College of Human Medicine, and the extension program (three programs that seem to eat a lot of money, mentioned again and again as questionable to the core mission). Finally, risk stating the mission so everybody can challenge it. Let's have something down on paper so we can talk about it!

2. Convince the Trustees to hear and talk about education. Suggestion: Every Trustee meeting should include an educational presentation by a department, a project, a college, etc. Make the Trustees realize that discussing education is as important as the perc of sitting in the third row of a winning game. Convince the Trustees that the President is going to take control of the campus and, as a consequence, they need not meddle in the small issues here. They need not play with the trees: they should pay full attention to the forest. Trustees should become a liaison between the campus and the legislature — Money matters are "the forest."

3. Mr. President, take risks. We are known to be reactive. Let's be an institution that takes the initiative in the region and the nation.

4. Be aggressive in questioning the money base of the institution, through the Trustees or directly to the legislature. Look into the "rainy day fund." What's happening to it? It's raining now! And by all means, become aggressive in raising private monies. If we are going to continue to charge such a low price (ed: I personally hope tuition will be raised), then we have to complement it with private monies since we don't have an enormous endowment like the University of Texas, which thereby can charge a low fee.

5. Immediately name a six or seven member advisory committee of the faculty that will consult directly with the President and guide him. "If you use," one faculty member said, "all the old administrative/faculty pipelines to rule, we will be back where we started from."

C. What could you be, in my (Moll's) view? (or, meandering thoughts of a passerby ...)

My theme: build on your strengths, and take some things as givens, just givens — things you can't change. Like a conservative legislature. A declining economy. Learn to live with these. Create options!

What, in my view, are your areas of greatest strength that you can even more dramatically develop? ...

1. An involved teaching faculty (so long as this is blessed from the top). There are not many public undergraduate institutions that can honestly say the faculty are as involved with the students as they seem to be here.

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2. Emphasize your sense of place! Emphasize the positive aspects of the State of Wyoming. Some of you tend to think, because of current financial problems or whatever, that Wyoming has a negative national image. Well, it does not. At least in my areas of California, New England, and New York City, Wyoming has a wonderfully positive image: wide open spaces, untouched by elements that have ruined other states; a pioneer spirit; not many people; beautiful mountains and streams. And your little town is nice. They fixed my glasses here, free! I said, "Where do I go for a cup of coffee?" A woman said, "The bakery." There is a nice feeling here. People from many other places would love it. You don't seem to realize how different you are in the America of today.

3. Emphasize the positive aspects of your size. You are small enough to allow conversation and caring, but you are big enough to offer quite a comprehensive academic program. Great size, I think.

4. Look hard at your climate, and play with it in scheduling. Your climate is a condition that can be positive only if you use it positively. Empty this place during the worst season, and fill it during the best season (which happens to be when you now empty it — August). More on that later ...

5. I think it positive that you have been so comprehensive, trying to be all things to all people as the lonely four year institution in this state. You have tried a lot of things. But now it is time to cut some things out, to retrench a little. To get to the core mission. It is possible that you have tried perhaps more than you can handle and have spread yourselves too thin. Now is the time for the tough paring back, which will result in greater strength at the center.

D. What would I do if I were Terry Roark?

1. It seems to me that the lack of pride that I found throughout UW (with the exception of pride in teams) is related more to one issue than to any other: Open Admissions. There is no pride in being admitted because anybody can get in. So I would strongly recommend moving to selective admissions. I think that the State can be convinced it is a good idea. The system works well in almost all other states: You have a group of public colleges, and there is one that is the

showplace. It is the research university. It is Berkeley in California, it is Chapel Hill in North Carolina, it is Ann Arbor in Michigan, and it is Laramie — no other choice — in Wyoming. A student has to work hard to get there.

You should say, "We want everybody to graduate from here, but it doesn't mean you all are eligible to start here as you leave high school. We have our standards because we are the best in the State — we are the only research university in the State. If you are not quite ready for us at the end of high school, you will go to a community college and get ready. We will defer your admission until you are ready. After one year or two years in a demanding course load at a community college, try us again. We want you to ultimately *earn* a place at the University of Wyoming." This is a common system; you can find dozens of examples of why it works well around the nation. I found three examples of why your current system does not work well and is hurtful to you and, concurrently to your state.

First example. The young man yesterday, an articulate freshman, who said, "Half of my physics class has disappeared." I thought he probably meant it was taught poorly and interest had fallen off. I said, "Teacher not good?" "No, the students aren't any good. They can't handle it. And half of them have found that where we are now is just beyond them. They were not prepared for it. So either the man continues to teach a good college course in physics (which I'm ready for and want — it's what I came here for) or you have a high school course in physics (which is a waste of time)."

You can't teach a remedial physics course and call it a college course. If you have selective admissions, you wouldn't lose half of the class and you teach the college course.

Second example. A young woman said, "As a high school senior in Jackson Hole, I was recruited strongly by CU, by CSU, and Brigham Young. They all had a standard I had to meet. To get in there, I knew I had to achieve something. There is no achievement in going to Wyoming. I get a diploma; I go to Wyoming. It is like going to community college. There is no difference. I want to feel I have achieved something! The poorest kid in the class who gets a diploma can also go to Wyoming — that was not very appeal-

ing to the kids at the top of the class, not to mention their parents. At the point of being selected for college, we all want a big symbol that we have accomplished something. As a result, students are tempted to want the college that is the toughest to get into." That is the way kids work! They apply great reason in deciding which colleges to apply to: but when letters of admission arrive, reason flies out the window and they pick the college that is least accessible. It's a symbol of accomplishment — they enter the ring of prestige based on merit. That is just human nature. Well, Wyoming isn't going to be Yale or Duke. But you certainly could be a CU. Create that aura around the quality you already possess. I think everyone's chest should swell with pride in getting in. You would attract more of the better students who now turn you down. The pride of parents will be a large factor here. Move to selective admissions. You can, since a good community college system is already in place.

Third example. I was dismayed by the student who said, "What if we had selective admissions — would our faculty be up to it? Could they handle a better student body?" And I said, "You really don't think your faculty is good enough?" And he said, "Well, if you take your introductory courses here and find a lot of faculty teaching to the lowest common denominator because so many average and uninterested students are in the classroom, you wonder how swift the faculty is. If they were teaching to a higher student level, we would probably have more confidence in them. They could show their stuff."

All of this points to the need of taking the big bold step (in my view, long overdue) to selective admissions. But you can't accomplish full selective admissions overnight. You will have to help your state prepare for it. The best thing you can do to help your state prepare for it is to help improve secondary schools. Why not give the State an improved secondary school — a model secondary school? I'd put it in Casper, smack in the middle of the State for everyone to see. You lament the fact you're down here in the corner of the state and nobody knows what you're doing — everyone reads your ball game scores and that is about it except for agricultural stations. Put a model high school, a little one, in the

middle of the State. Make it tough; make it a selective public school for advanced students like the one in North Carolina. Meanwhile, consider requiring of your freshman a prerequisite high school course load, plus a minimum GPA and SATs or ACTs. There are plenty of state models to copy: California, Virginia, Michigan, North Carolina.

2. Once you get the better students here, give them some academic exercises in common so they will become a united intellectual body. Don't start making careerists of them the moment they arrive, talking agriculture or pharmacy. Put them all in a University College for the first year or two to reach a level of sophistication in written and spoken English, in mathematics, science, foreign language, social science, and fine art. Some of them will skip some of the general ed requirements because they are so advanced — some will graduate in three years, including the two-year major.

Also, to make certain that the better students want to come here, start an Honors College, a physically separate unit where kids are exclusively in seminars and advance at their own pace. There are wonderful models around — the Residential College at the University of Michigan is exemplary. Another good one is the Residential College at Miami University of Ohio (one of my eight "Public Ivys," and about your size). An Honors College will allow you to lure national merit scholars and enhance the general academic climate here.

3. To meet the criticism of "boring," create something good between the classroom and the bars. The Union could be scintillating. But it is not. Unions on many campuses have become dazzlers. Given the absence of a city here, yours needs to be a dazzler. I would suggest several alterations. Convert the entire bottom floor to a montage of commercial franchises. Let commercial franchises bid on space. Bring in a McDonald's or a Burger King, a Pip for Quick Copies, a little florist, a little gift shop, etc. As franchises bid, they will also have to include assistance beyond what it costs to create their cubbyhole to help convert the whole Union for the benefit of the University of Wyoming. A good example of this can be found at the University of Pennsylvania. With an undergraduate student body about your size, they went out and

Students Appendix

collected bids to overhaul the oldest Union in America. Now their downstairs level looks like main street in a little town. And it is just jammed with students. It is a magnet! Yes, a few local shopowners will scream. That's all right; they can improve their services and compete, or come on in. Upstairs, do things that are quasi-academic. Have a strong film festival, a constant display of student talent on Sunday nights, etc. Support serious music in the Union. Bring in popular student services. Career Planning Office is "hot" everywhere now, bring it to the Union. The Union can fill your current void. It can become vital. I think, by the way, the current location is fine. Just build on what you have.

4. Go to a year-round calendar. The weakest term should coincide with your worst weather. Dartmouth has made a roaring success of this. They entered it for the very reasons you might want to consider it: bad weather and space utilization. The image of Arctic weather kept a lot of people away from Dartmouth unless they were skiers. Now, a student entering Dartmouth has to commit to attending at least one summer term. But some of the students want to go for more than two summers because New Hampshire is so marvelous then. I'm told the faculty at Dartmouth like the program — they can take leave at different times in the year. There are many merits to the year-round calendar, including cost effectiveness.

5. I think you're provincial. Again, I think you talk more liberal than you are. Your students need to be jarred out of their parochialism. They are absolutely delightful: they are spunky, articulate, and cheerful, but they don't know much beyond Wyoming. Wyoming is great, but there are other great things to be experienced. I would coax undergraduates to go on exchange to other institutions. Why not formally team up with two other universities? I would suggest one in New England, and another in Southern California or the Southwest. The three of you can rotate students. The University of New Mexico might be a good match and perhaps the University of New Hampshire or Vermont in New England. (If you are an hour away from Boston, you learn a lot that you can't learn in

Laramie.) Exchanges, by the way, rarely create transfers out. They provide exposure to something new, but most often the student yearns for his home and will return even more your champion. "Oh, it is so much better here than ..."

6. Finally, I would suggest that you look very carefully, perhaps through a study group, at the University of Vermont. My hunch is that the University of Vermont might be a good role model for you. The state is poorer than yours. Vermont is a poverty state, but UVM has created a dynamite situation. **Everybody** wants in, and not just Vermonters. They take half the student body from out-of-state (admitting about one in four), and charge out-of-staters more than it costs to educate them. The excess money is used for scholarships for poor Vermonters. Most important, they have created a cult-like aura. "If you come to Vermont, you are going to be part of something that is almost spiritual — a Brigadoon — that you could not experience elsewhere, even in a place as similar as New Hampshire." They have marketed this thing so cleverly! And you could too — as a wide-open-spaces state that is unique in atmosphere. People from L.A. would flock here for cowpokes-with-culture and clean air if you marketed cleverly and aggressively.

May I conclude by sharing another anecdote from my own admissions experience? I was chatting with a nervous candidate in an interview. I said, "OK, that is your academic side, now tell me about you personally." He responded, "Well, there are many faucets to my personality."

As the nation sees you, the University of Wyoming has turned on one faucet only and it is called Sports. But you do have a number of faucets to turn. I don't think the one has to be strongly compromised in turning on the others. You can be a comprehensive, important public university to the nation if some bold, "risky" decisions are made. They are going to have to be made soon. This is the perfect time: as you celebrate the Centennial, introduce a new President and new Trustees. Move imaginatively. Realize your potential!

And thanks for your special brand of hospitality — Wyoming at its best.

SECTION C

SUMMARY OF PROPOSAL FOR STRENGTHENING ADMISSIONS STANDARDS
AT THE UNIVERSITY OF WYOMING

Academic prerequisites include a graduation diploma from an accredited high school with a minimum of 15 academic units including the following:

- English, 4 units to include 1 unit of composition
- Mathematics, 2 units to include algebra and geometry
- Science, 2 units to include biological and physical science
- American history/government, 1 unit
- Foreign language, 2 units
- The remaining 4 units shall be taken in any of the above 5 areas

In addition to the minimal high school preparatory requirements listed above, the Committee recommends the following criteria:

1. A high school grade point average of 2.75, based on academic subjects only (English, mathematics,

science, social science, foreign language, computer science, and fine arts).

2. In the 15 required subjects, no grade below "C."

3. An ACT composite score of 19 or higher. ACT score report shall be presented prior to admission. (The current average for Wyoming students is an ACT composite score of 21.9.)

This proposed policy would become effective fall semester 1992. During the next five years, incoming students would be strongly encouraged to prepare themselves with these guidelines. The four ensuing years would give 8th grade students the opportunity to begin to prepare for entry into the University of Wyoming. It would also provide the time necessary for schools, particularly in Wyoming, to ensure that appropriate academic preparation is offered middle and secondary school students.

SECTION D

DETAILED ADMISSIONS DATA FOR SELECTED REGIONAL FOUR-YEAR PUBLIC
COLLEGES AND UNIVERSITIES

(Summary prepared by Beverly Wiseman, from data as available from
The College Handbook, 1986-1987)

Name	Basis for Selection	Admission Requirements/ [Summary Academic units Required]	Test Required	ACT Comp Middle 50% Enrolled Freshmen	Tuition Resident [NonRes.]
COLORADO					
Adams State College	open for assoc degrees B.S. 2 of 3 criteria: 2.5 GPA, top 2/3 class, ACT comp 19 or SAT comp 810	HS diploma Engl 3 [3 academic]	ACT/SAT	14-22	\$1166 [\$2910]

Students Appendix

Name	Basis for Selection	Admission Requirements/ [Summary Academic units Required]	Test Required	ACT Comp Middle 50% Enrolled Freshmen	Tuition Resident [NonRes.]
Colorado School of Mines	top 1/3 class test scores academic rec	HS diploma Engl 3 Math 4 phy sci 1 sci 1 ss 2 Math = alg, geom, trig [16 academic]	ACT/SAT	25-29	\$3060 [\$8200]
Colorado State University	GPA, class rank, course work, test scores most significant, also leadership	HS diploma coll prep Engl 3 Math 2 (alg, geom) chem 1 phys 1 trig for enrg [12 academic]	ACT/SAT	20-25	\$1700 [\$5100]
Fort Lewis College	2 of 3 criteria: 2.5 GPA, top 2/3 class ACT comp 19 or SAT comp 810	HS diploma coll prep [15 academic]	ACT/SAT	14-21	\$1090 [\$3721]
Mesa College	open for assoc degrees B.S. 2 of 3 criteria: 2.5 GPA, top 2/3 class, ACT comp 19 or SAT comp 810	HS diploma [none]	ACT/SAT	16-25	\$1154 [\$2960]
Metropolitan State College	applicants 20 yrs or younger: 2 of 3 criteria GPA 2.5, top 2/3 class, ACT comp 19 or SAT 800	HS diploma [none]	ACT/SAT	n/a	\$1143 [\$4967]

Name	Basis for Selection	Admission Requirements/ [Summary Academic units Required]	Test Required	ACT Comp Middle 50% Enrolled Freshmen	Tuition Resident [NonRes.]
University of Colorado, Boulder	class rank, school record test scores	HS diploma Engl 4 for lang 3 Math 3 sci 3 ss 3 [16 academic]	ACT/SAT	24 avg	\$1632 [\$5970]
University of Colorado, Colorado Springs	ACT 23 comp or SAT comp 1000 top 1/2 class	HS diploma coll prep Engl 3 Math 2 + engrg, bus ss 2 sci 2 [15 academic]	ACT/SAT	20-26	\$1352 [\$5148]
University of Colorado, Denver	top 1/2 class ACT comp 23 or SAT 1000	HS diploma Engl 4 Math 4 15 for liberal arts or music [16 academic]	ACT/SAT	21 avg	\$1108 [\$4846]
University of Northern Colorado	class rank or test scores	HS diploma coll prep bio sci 2 Engl 4 phy sci 2 for lang 2 Math 3 (alg, geom, +) ss 2 [15 academic]	ACT/SAT	19 avg	\$1645 [\$4043]
University of Southern Colorado	school record, test scores	HS diploma [none]	ACT/SAT	13-21	\$1216 [\$4170]
Western State College of Colorado	2 of 3 criteria: 2.5 GPA, top 2/3 class, ACT comp 19 or SAT comp 810	HS diploma including 10 in Math, Engl, sci, ss combined [15 academic]	ACT/SAT	16-19	\$1059 [\$3123]

Students Appendix

Name	Basis for Selection	Admission Requirements/ [Summary Academic units Required]	Test Required	ACT Comp Middle 50% Enrolled Freshmen	Tuition Resident [NonRes.]
UTAH					
Southern Utah State College	open to all	HS diploma bio sci 2 Engl 4 Math 3 ss 2 [11 academic]	ACT/SAT placement	n/a	\$969 [\$2577]
University of Utah	state: HS diploma & ACT report out-state: 2.5 GPA and ACT report	HS diploma coll prep Engl 4 Math 2 for lang 2 sci 2 Am hist, govt 1 + 4 units from Engl, adv math, sci or fine arts Requirements will be in effect beginning Fall 1987 [15 academic beginning F87]	ACT/SAT	16-25	\$1326 [\$3778]
Utah State University	2.2 GPA and ACT comp 19	HS diploma [none]	ACT/SAT	15-23	\$1185 [\$3246]
Weber State College	state, open out-state, GPA and test scores	HS diploma [none]	ACT/SAT	13-22	\$1017 [\$2712]
WYOMING					
University of Wyoming	state, open out-state selective 2.5 GPA and test scores	HS diploma Recommended: Engl 4, including composition Math 4 sci 3 ss 3 fine arts 3 [none req. 17 academic recommended]	ACT/SAT required for out-state recommended for in-state	18-25	\$779 [\$2442]

Name	Basis for Selection	Admission Requirements/ [Summary Academic units Required]	Test Required	ACT Comp Middle 50% Enrolled Freshmen	Tuition Resident [NonRes.]
IDAHO					
Boise State University	state, open out-state selective	HS diploma [none]	ACT/SAT counseling	14-22	\$1044 [\$2944]
Idaho State University	state, open out-state selective	HS diploma [none]	ACT/SAT	15-23	\$1040 [\$2940]
Lewis-Clark State College	open	n/a	n/a	n/a	\$1008 [\$2908]
University of Idaho	state, open out-state selective	HS diploma Engl 4 Math 2 ss 2 sci 2 [15 academic]	ACT/SAT placement counseling only	17-24	\$1010 [\$3010]
MONTANA					
Eastern Montana College	state, open out-state, selective	HS diploma Engl 4 Math 2 ss 2 [8 academic]	ACT/SAT placement counseling only	12-23	\$981 [\$2385]
Montana College of Mineral Science & Technology	state, open out-state, selective	HS diploma Engl 4 Math 4 phys sci 3 bio sci 1 ss 2 [14 academic]	ACT/SAT	17-25	\$973 [\$2791]
Montana State University	state, open out-state, selective	HS diploma Engl 4 bio sci 1 phy sci 2 ss 2 for lang 1 math 3 [13 academic]	ACT/SAT placement counseling only	21 avg.	\$1064 [\$2882]
Northern Montana College	state, open out-state, selective	HS diploma coll prep for scholarships [none]	ACT/SAT placement counseling only	14-23	\$979 [\$2437]

Students Appendix

Name	Basis for Selection	Admission Requirements/ [Summary Academic units Required]	Test Required	ACT Comp Middle 50% Enrolled Freshmen	Tuition Resident [NonRes.]
University of Montana	state, open out-state, selective	HS diploma [none]	ACT/SAT placement counseling only	18-25	\$1206 [\$3058]
Western Montana College	state, open out-state, selective	HS diploma [none]	ACT/SAT placement counseling only	n/a	\$1000 [\$2500]
SOUTH DAKOTA					
Black Hills State College	open for assoc. degrees only for B.S. min: ACT comp 18 rank top 2/3 state, top 1/2 out-state	HS diploma Engl 4 bio sci 1 for lang 2 Math 2 phy sci 1 ss 3 cosci .5 fine arts .5 [14 academic]	ACT/SAT admission requirement	18-24	\$1794 [\$2904]
Dakota State College	state top 2/3 or ACT comp 18 out-state top 1/2 class, top 1/2 ACT comp	HS diploma Engl 4 for lang 2 Math 2 ss 3 sci 3 [14 academic]	ACT/SAT required	15-22	\$1312 [\$2355]
Northern State College	state top 2/3 or ACT comp 18 out-state top 1/2 class or ACT comp 18	HS diploma Engl 4 Math 1 ss 2 lab sci 1 Am hist, govt 2 [10 academic]	ACT/SAT required	16-24	\$1263 [\$2306]
South Dakota School of Mines & Technology	All: top 1/2 class or ACT comp 21	HS diploma 16 units Engl 4 Math 2 + 2 recom ss 3 sci 2 + 1 recom cosci .5 fine arts .5 [16 academic]	ACT/SAT	21-27	\$1359 [\$2597]

Name	Basis for Selection	Admission Requirements/ [Summary Academic units Required]	Test Required	ACT Comp Middle 50% Enrolled Freshmen	Tuition Resident [NonRes.]
South Dakota State University	All: HS record and test scores	HS diploma coll prep 14 units sci 2 Engl 4 ss 3 Math 2 cosci .5 fine arts .5 [14 academic]	ACT/SAT	18-25	\$1979 [\$3217]
University of South Dakota	state top 1/2 class or ACT comp 21 out-state top 1/2 class or ACT comp 22	HS diploma bio sci 2 Engl 4 for lang 2 Math 2 ss 3 cosci .5 fine arts .5 [18 academic]	ACT/SAT	18-24	\$1418 [\$2656]
NEBRASKA					
Chadron State College	state, open out-state, test scores class rank	HS diploma [none]	ACT/SAT placement counseling only	15-23	\$1076 [\$1691]
Kearney State College	state, open out-state 2.0 GPA	HS diploma [none]	ACT/SAT	15-23	\$1024 [\$1609]
Peru State College	state, open out-state top 1/2 class or ACT over 10	HS diploma [none]	ACT/SAT placement counseling only	15-22	\$1070 [\$1685]
University of Nebraska at Lincoln	test scores or class rank	HS diploma applicants lacking required units (?) admitted conditionally [academic units ?]	ACT/SAT	18-26	\$1453 [\$3598]

Students Appendix

Name	Basis for Selection	Admission Requirements/ [Summary Academic units Required]	Test Required	ACT Comp Middle 50% Enrolled Freshmen	Tuition Resident [NonRes.]
University of Nebraska at Omaha	school achievement and test scores	HS diploma coll prep Engl 3 for lang 1 Math 2 ss 2 sci 2 + requirements for bus adm and enrg [16 academic]	ACT/SAT	15-23	\$1373 [\$3518]
Wayne State College	state, open out-state, test scores and HS record	HS diploma [none]	ACT/SAT	14-22	\$1060 [\$1675]

SECTION E

ADMISSIONS STANDARDS AT COMPARATOR INSTITUTIONS

(Note: Based on criteria developed by Richard Moll in *The Public Ivys*, the following schools are among the nation's strongest state universities. (Moll lists the top group as "Public Ivys" and the second group as "The Best of the Rest.") The Committee has summarized their admissions standards as a way of indicating what our strongest competitors are requiring of their incoming students. Data have been summarized by Beverly Wiseman and are from *The College Handbook*, 1986-1987 and Richard Moll, *The Public Ivys*. J.H.)

UNIVERSITY OF CALIFORNIA, BERKELEY

22,000 students, undergraduate
"Public Ivy"

Admissions Requirements:

High school diploma, college-prep
15 units: English 4, Foreign Language 2, Math 3, Science 1, U.S. History 1, and 4 units from history, advanced math, lab science, foreign language, social science or arts. Math: required algebra 1, geometry 1, and higher level.

Tests Used:

SAT/ACT

3 ACH required: ACH = English composition, Math I-II, and 1 from English literature, foreign language, or social science

Middle 50% of Enrolled Freshmen:

SAT verbal 480-630

SAT math 530-700

ACT comp 24-30

Tuition:

Resident - \$1,347

Non-resident - \$5,433

UNIVERSITY OF CALIFORNIA, SAN DIEGO

12,110 students, undergraduate
"Public Ivy"

Admissions Requirements:

High school diploma, college prep
15 units: English 4, Foreign Language 2, Math 3, American History 1, Lab Science 1

Tests Used:

SAT/ACT

3 ACH required: ACH = English composition, Math I-II, and 1 from English, Science, Foreign Language, Social Science

Middle 50% of Enrolled Freshmen:

SAT verbal 420-560

SAT math 500-630

ACT comp 21-27

Tuition:

Resident - \$1,421

Non-resident - \$5,507

**UNIVERSITY OF NORTH CAROLINA,
CHAPEL HILL**

14,898 students, undergraduate

"Public Ivy"

Admissions Requirements:

High school diploma, college prep.

16 units: English 4, Foreign Language 2, Math 3, Social Science 1, Science 1

Test Used:

SAT

ACH required of some curr.

ACH required if no rank or GPA

Middle 50% of Enrolled Freshmen:

Sat verbal 500 average

SAT math 550 average

Tuition:

Resident - \$794

Non-resident - \$3,714

UNIVERSITY OF TEXAS, AUSTIN

36,633 students, undergraduate

"Public Ivy"

Admissions Requirements:

High school diploma, college prep

15.5 units: English 4, Foreign Language 2, Math 3, Social Science 3, Science 2, Academic electives 1.5, recommended fine arts .5

Tests Used:

SAT/ACT

Middle 50% of Enrolled Freshmen:

SAT verbal 440-580

SAT math 500-640

ACT comp 21-28

Tuition:

Resident - \$858

Non-resident - \$3,978

UNIVERSITY OF VERMONT, BURLINGTON

7,700 students, undergraduate

"Public Ivy"

Admissions Requirements:

High school diploma, college prep

14 units: English 4, Foreign Language 2, Math 3, Social Science 3, Science 2

Additional math or science in some programs

Tests Used:

SAT/ACT

SAT preferred

Middle 50% of Enrolled Freshmen:

SAT verbal 460-560

SAT math 510-620

Tuition:

Resident - \$2,948

Non-resident - \$7,706

UNIVERSITY OF COLORADO, BOULDER

18,559 students, undergraduate

"Best of the Rest"

Admissions Requirements:

High school diploma, college prep

16 units: English 4, Math 3, Foreign Language 3, Social Science 3, Sci 3

Tests Used:

SAT/ACT

Middle 50% of Enrolled Freshmen:

SAT verbal 501 average

SAT math 561 average

ACT comp 24 average

Tuition:

Resident - \$1,632

Non-resident - \$5,970

**UNIVERSITY OF ILLINOIS, URBANA-
CHAMPAIGN**

27,232 students, undergraduate

"Best of the Rest"

Admissions Requirements:

High school diploma, college prep

12 units: English 3, Math 2, other specific requirements vary with program

Students Appendix

Tests Used:

SAT/ACT

Middle 50% of Enrolled Freshmen:

SAT verbal 490-580

SAT math 570-680

ACT comp 24-29

52% freshmen in top 10% national norms SAT/
ACT

Tuition:

Resident - \$1,960

Non-resident - \$4,772

UNIVERSITY OF WASHINGTON, SEATTLE

25,452 students, undergraduate

"Best of the Rest"

Admissions Requirements:

High school diploma, college prep

14 units: English 3, Foreign Language 2, Math 3,
Social Science 2, Science 1

Tests Used:

SAT/ACT

Middle 50% of Enrolled Freshmen:

SAT verbal 430-570

SAT math 500-640

ACT n/a

Tuition:

Resident - \$1,590

Non-resident - \$4,446

SECTION F

UW ADMISSIONS STANDARDS



"A GREAT UNIVERSITY IN THE ROCKIES"

THE UNIVERSITY of WYOMING is an educational community of over 10,000 students from all 50 states and 60 other countries. Our students and over 2,500 faculty, administrators and support staff are dedicated to the pursuit of excellence in higher education.

Admission to the University is governed by the following policies and procedures. For questions regarding admission requirements or to schedule a campus visit, please call our office at (307) 766-5160, in Wyoming 1-800-DIAL-WYO (342-5996).

NEW FRESHMEN

1. Wyoming High School Graduates - Graduates of accredited Wyoming high schools are eligible for automatic admission to the University of Wyoming. Current high school students should complete the UW application for admission, have their partial high school transcript sent to Admissions, take the ACT test during the fall of their senior year and have the official ACT score report sent to UW. ACT or SAT test results are required for new freshmen under 21 years of age, to assist students with academic advising, to determine placement in the appropriate English course, and for possible use in academic scholarship selection. UW will verify Wyoming High School graduation for current high school students.

2. Students from high schools outside Wyoming - Students should take the ACT assessment during the fall of the senior year and have an official score report sent to UW, apply for admission and have a partial high school transcript sent to Admissions. Out-of-state students must have at least a 2.5 overall grade average in high school and acceptable ACT or SAT scores for admission to the University of Wyoming. Applicants with a grade average between 2.0 and 2.5 and acceptable test scores will be considered for admission on an individual basis.

TRANSFER STUDENTS

1. Applicants currently enrolled at regionally accredited colleges or universities will be accepted for admission in good standing if they have at least a 2.3 overall grade average for their transferable credit hours. Applicants with a grade average between 2.0 and 2.3 will be considered on an individual basis.

2. All transfer students with less than 15 transferable semester credit hours must have an official copy of their high school transcript sent to Admissions in addition to the official college transcript(s). Transfer students under age 21 must also have their ACT or SAT test results sent to Admissions.

*Some UW degree programs may have a higher grade average requirement.

GRADUATE STUDENTS

*A ten dollar (\$10.00) application fee is required for all first time UW students beginning with Fall Semester 1988.

New UW Graduate Students should apply for admission at least four months in advance of the semester they plan to attend.

1. Complete and return a UW application for admission. Two official transcripts must be sent directly to Admissions from each previous collegiate institution. Conditional admission may be granted based on receipt of incomplete college records.

2. Students applying for admission to the Graduate School must have completed at least a bachelor's degree from an institution with acceptable accreditation. Students should have at least a 3.0 overall grade average. Applicants must have official Graduate Record Examination (GRE) scores of at least 900 (1000 for doctoral programs) and three faculty letters of recommendation sent to the Graduate School. (Graduate Management Admissions Test scores are required for MBA applicants.)

3. Non-degree graduate students do not have to supply transcripts, but only 12 credit hours taken while a non-degree student can be transferred toward a graduate degree.

4. Students working toward a second bachelor's degree are not considered graduate students and are subject to all undergraduate regulations.

5. Prior to arrival on campus, graduate students can write or call the department chairperson for answers concerning admission acceptance or degree program requirements.

G.E.D. HOLDERS

General Educational Development (GED) certificate holders are eligible for admission if they:

- Complete a UW application for admission,
- Have at least a 50 average G.E.D. score with no individual score below 45 (official scores must be sent directly to Admissions from the testing agency),
- Must be at least 18 years old and his/her high school class has graduated,
- Submit an official ACT score report if less than 21 years old,
- Applicants who attended any high school must have an official high school transcript sent to Admissions.

THE UNIVERSITY of WYOMING
DIVISION of ADMISSIONS
Box 3435
LARAMIE, WYOMING 82071

ADULT NON-TRADITIONAL STUDENTS

Adults who do not qualify for admission through our standard admission policies may qualify for admission as a non-traditional student. Non-traditional admission requirements are:

- Must be at least 25 years old with no college enrollment for at least three years,
- Official college transcript(s), if any, must be sent directly to Admissions from the previous institution(s),
- Official high school transcript or G.E.D. scores must be sent to Admissions if there are less than 15 transferable credit hours,
- Available ACT or SAT scores must be sent to Admissions.

Students admitted under this policy will be undeclared majors and will receive their initial academic advising from the Center for Academic Advising.

HIGH SCHOOL GUEST STUDENTS

High school seniors who would like to begin taking college classes will be admitted as guest students when the following requirements are met:

- Complete our admission application,
- At least a 3.0 overall grade point average on the most recent official transcript,
- Submit a positive written recommendation from the high school counselor,
- Admission is for one semester at a time and subsequent enrollments require the most recent high school transcript and a new recommendation letter from the high school counselor. "High school guests" may take up to 6 credit hours per semester.

COLLEGE GUEST STUDENTS

Undergraduate students from other colleges or universities who have at least a 2.3 overall grade point average may attend the University of Wyoming for one semester or a summer session as a college guest student. They must complete the UW application for admission and have the most recent college transcript sent directly to Admissions. College guest status is not available to international students.

ESTIMATED COSTS 1987-88 SCHOOL YEAR

	WYOMING RESIDENT	NON RESIDENTS
TUITION AND FEES (full-time, per year)	\$ 778.00	\$2,442.00
Room and Board (campus housing, double room)	2,662.00	2,662.00
Books and Supplies	400.00	400.00

Students should also budget for college expenses such as travel to and from the University of Wyoming, entertainment, clothes, and miscellaneous personal items. A Campus Housing Application should be requested from the University Housing Office.

SECTION G

BACKGROUND PAPER ON IMPLEMENTATION OF A STRENGTHENED ADMISSIONS POLICY

In implementing a stronger set of admissions standards at the University of Wyoming the following steps are recommended:

- Given Trustee and legislative approval, the first step toward implementing a policy change would be wide-spread discussion—perhaps through a series of campus and statewide forums—involving all University constituencies, legislators, parents, prospective University of Wyoming students, alumni, and public school representatives. The emphasis should be on the decision and how the University can help. While it is crucial that UW be responsive to the views of all Wyoming citizens on this issue, it is also crucial that UW be the leader in defining what are realistic standards for admissions to any University that seeks to offer its students a quality education and to achieve national recognition and prominence.
- Any strengthening of admissions standards at the University of Wyoming would focus on the rigor of the student's chosen curriculum in high

school, his/her academic achievement in those courses considered college preparatory, and possibly the results of standardized testing, rather than upon a traditional pass-fail admissions examination. Provision must be made for special talents and individual characteristics.

- The effective date of any change in the admissions policy will be several years in the future. The transition period is essential to allow Wyoming public schools and students sufficient time to make course adjustments mandated by the policy change. There would be close coordination with the State Department of Public Instruction and representative groups for public school teachers, administrators, school board members, and counselors.
- Special attention would be paid to the community colleges and their particular concerns. In developing the proposal, UW must build upon existing channels of communication used in addressing course transfer and articulation issues.

SECTION H

RATIONALE FOR STRONGER ADMISSIONS STANDARDS

The Committee recommends that stronger standards be set for admission to the University of Wyoming. Many of Wyoming's best high school graduates choose to attend colleges and universities in neighboring states, partly, they explain, because they feel more pride in attending schools which have higher admissions standards. Others who do come to the University of Wyoming express little pride in being at the University because "any high school graduate can get in." As one student put it, "As a high school senior in Jackson Hole, I was recruited strongly by CU, by CSU, and Brigham Young. They all had a standard I had to meet. To get in there, I knew I had to achieve something. There is no achievement in going to Wyoming. I get a diploma; I go to Wyoming. It is like going to community college. There is no difference. I want to feel I have achieved something!"

If admission to the University of Wyoming were limited to students who have a clearly stated preparation and aptitude, the University experience would be a successful experience for more of the students. A higher percentage of the students admitted would graduate from the University. In addition, the faculty would not feel pushed into teaching college level courses at a remedial level. If the University tries to be everything to everybody, it cannot be excellent at what it does.

At the same time, the admissions standards need to be flexible in order to admit students with disadvantaged backgrounds or special talents. We welcome the essential diversity that is contributed by these students. In addition, the University should be free to offer special assistance to such students.

With stronger standards for admissions, the goal of the University would be to admit all Wyo-

ming residents able to complete the course work but to defer admission of those who are not adequately prepared. The admission of some applicants would have to be deferred until they could meet the admission standards or the standards for transfer to the University of Wyoming. This could be accomplished through instruction at the community colleges or other accredited schools.

The Committee unanimously agreed that it is vital to have stronger admission standards. We have suggested some possible options for these standards. Each option includes the flexibility to admit some applicants who do not meet the standards but have other special talents or characteristics.

SECTION I

DARTMOUTH ACADEMIC CALENDAR

	FALL	WINTER	SPRING	SUMMER
Freshman	R	R	R	
Sophomore				R
Junior				
Senior	R	R	R	
R = Required attendance during terms as noted				

- Four 10-week terms.
- Each Student takes 3 courses per term.
- Each course meets 4 hrs./wk for 3.3 semester hrs. credit.
- Courses may be 4 one hour, 3 one hour 20 min, or 2 two hour sessions.
- A student must get 12 terms of credit to graduate. The 12 terms of credit may be in residency or through extensive foreign study programs.
- No summer school *per se*, but some special summer programs and students from other institutions are accepted as special students in summer term.

- Has been in effect since 1972; reviewed several times but always affirmatively.
- Only source of reservation has been among some faculty, particularly in the Humanities, who feel 10 weeks is not enough time.

(Note: The above outline of the Dartmouth Calendar, prepared by David Baker, is included as one successful model of a year around calendar. One of Dartmouth's major motives was to combat the image of "poor climate" by getting students on campus during a New Hampshire summer. The committee is not necessarily recommending a quarter calendar. J.H.)

SECTION J CALENDAR AND ENTRY SUBCOMMITTEE REPORT

March 20, 1987

Lee H. Schick, Chair

The three subcommittee members, Dave Baker, Ben Roth, and Lee Schick were only able to meet "in pairs." The four topics considered by this subcommittee were — calendar, registration, orientation and advising. Dave Baker was able to provide voluminous information from the literature on the topic of "calendar" which became the primary topic considered by this subcommittee. What follows is strictly the chair's interpretation of the subcommittee's thoughts.

CALENDAR

The main problem here is to find a scheme in which (a) the Fall semester begins after Labor Day (so that students with summer jobs do not miss the beginning of the term, and a reasonable coincidence with the public school calendar is achieved); (b) the Fall semester ends before Christmas (so that a post-Christmas lame-duck session is avoided); (c) the Spring semester begins fairly late in January (so as to allow the Admissions office and the Registrar's office adequate time after the end of the Fall term to handle the administrative load connected with the end of one semester and the beginning of a second, and also to mesh with the calendars of many other colleges and universities; e.g., to avoid hassles with transfer students and exchange students); (d) the Spring semester ends early in May, so as to allow maximum time for student summer jobs and the summer school calendar; and, (e) to include a full semester of class time in each half of the academic year.

None of the calendars in the literature seemed able to do this within a "semester-scheme" and other forms of semesters, such as "quarters" or "trimesters" seemed to raise more problems than they solved. That left the alternative of either teaching more classes per week, or more minutes per class.

To have more classes per week (e.g. having a three credit course taught for four hours per week) is much more of a change than is needed to solve the problem. Our shortened semester, instead of being 14 to 15 weeks long, is about 13 weeks long, a cut of at most 13%, whereas the above increase in number of classes per week is 33%. That leaves a minor

adjustment in the length of each class period as a solution.

Thus, consider the effects of changing the length of each class from 50 minutes to one hour. In this way, we could provide the students with the same number of class minutes in the Fall semester as they have now, while actually starting the semester on (say) September 9th every year and ending before Christmas as we do now. Similarly, we could have an interim session of short courses in early January, similar to summer school "presession" courses, begin the Spring Semester about January 23rd and still end about the middle of May.

For example: A three credit course, taught three times per week for 15 weeks at (5/6) hour each time amounts to 37.5 hours of instruction. The same three credit course taught three times per week for 12-2/3 weeks at one hour each time amounts to 37.5 hours of instruction, but the semester is shortened by 2-1/3 weeks. There is nothing magic about one hour classes either. Let's consider a 55 minute class. Actually, in Fall 1986 there were only 14 net weeks of instruction, which means 35 hours of instruction in our sample three credit course, whereas 12-2/3 weeks of 55 minute hours three times per week yields 34.83 hours of instruction.

There are several objections one might raise to implementing this calendar, but they do not appear to us overwhelming.

First is the problem that compression of the semester into a shorter total time-frame leaves less time during the semester for the students to digest the material covered. In response we can say there appears to be nothing magic about 15 weeks; a more concentrated schedule is often beneficial; in any case the compression time is at worst only about 13%.

Second is the problem that the new calendar might lengthen the working day for the staff and the faculty too. There are several ways of dealing with this. Suppose classes are one hour long. At present our 8-5 day of 50 minute classes allows for nine class periods. If the case happens to be that the University's limited classroom space requires nine class periods per day, the one hour classes with ten

minutes between class requires 10 hours and 20 minutes; e.g., the normal day might last from 7:40 a.m. to 6:00 p.m. The faculty might welcome the longer days in return for shorter semesters. The staff might use a system of "flex-time;" e.g., half the staff put in nine hours beginning at 7:40 a.m., the other half put in nine hours ending at 6:00 p.m. Actually, the University classroom capacity might be such that, except possibly for some laboratory classes, only eight classes per day are needed, in which case the working day would be only ten minutes longer than it is now.

In summary we believe the possibility of implementing this unique calendar should be pursued.

REGISTRATION

Our understanding is that touchtone registration is in the works, but we don't know either the time-frame or details. We have no new ideas in this area.

ORIENTATION

We think UW should move toward carrying on more of its academic work during the summer. This would make programs such as the Freshman Orientation program during July a relatively smaller additional expense.

From student feedback about this orientation program, we know it is worthwhile. From faculty and staff feedback we know it needs more funds so that the advisors can be paid what they are worth;

\$200 for ten sessions of three to four hours each is ridiculous.

Further, we would make mandatory a similar orientation program during the first two days of each semester for those students who can't make it to the July sessions.

ADVISING

There are two overriding needs in this area. The first is for each incoming freshman to be assigned an advisor as soon as the student is admitted to UW. The advisor will call the student, and the student's parents in the Spring to answer their questions and meet their particular needs for information and advice. The advisor will continue this contact through follow-up letters. The student will keep this same advisor throughout the freshman year, no matter how many times the students "switches majors."

The advisors should probably be professionals rather than faculty, but faculty should be used freely by this "early advising system" through a Freshman Seminar Class and special presentations on "what it means to Major in _____." These presentations should be conducted by a present faculty member in the department of _____, an alumnus who majored in _____, and a professional from the advising center.

At the end of the freshman year (or maybe the sophomore year) the student should be assigned a faculty advisor in the student's major department.

SECTION K

STUDENT LIFE ("TOWN/GOWN") SUBCOMMITTEE REPORT

April 28, 1987

Janet C. Constantinides and Hoke MacMillan, Co-Chairs

The subcommittee has had two meetings since the last full Committee meeting. On April 10, the meeting was attended by Janet C. Constantinides, Hoke Macmillan, Rich Jamieson and Mike Schutte with Pam Hanscum and Maureen Murphy (of the Laramie Chamber of Commerce). The second meeting, April 27, was attended by Constantinides, MacMillan, Jamieson, and Schutte with Maureen Murphy (Chamber of Commerce), Jim DeLozier (UW student; past VP, ASUW), John Eisenhower (Director, Civic Center; 1984-85 ASUW President), and Ric Reverand and Duncan Harris (UW faculty).

Based on the discussions in those and previous meetings, we offer the following recommendations; reasons and support for them will follow in another report or in discussion at the meeting May 4, 1987.

RECOMMENDATIONS

Short-term:

1. Arrange for and publish a coordinated calendar of events for the University.

According to the job description of the University Activities Coordinator, this is the person charged with this task. The problem is that de-

Students Appendix

partments, groups, etc., do not get the information to that person. So there needs to be some enforcement procedure. One possibility: Prohibit the payment of any bill for any event which is not listed on the coordinated calendar by a certain time (possibly by x weeks before the event).

2. Whenever events at the University are publicized in the local newspaper, include a small map showing available parking, best access to campus, etc.

People in town indicate that one of the reasons they don't attend more events is that they don't know where to find the event and where they can park. This is an easy short-term solution.

3. Guarantee that sufficient funding is available adequately to support the Elizabethan Fair.

At present, this is the one function that can be identified as one for which there is mutual participation of both the University and Laramie communities.

Mid-term:

1. After #1 above is achieved, arrange for and publish an integrated UW/town calendar of events for each week.

This might be published in the Encore section of the local paper.

Long-range:

1. Create a "Liaison Group" which will have as its goal the creation and continuation of better communication between UW and the Laramie community.

This group should consist of representatives from the UW Activities Office, the Chamber of Commerce Academic Institution Relations Committee, the UW Dean of Students Office, the City Council, the Laramie Police Department, ASUW, the Laramie Motel Association, the UW Foreign Student Adviser's Office, and the Ministerial Association. It should have regularly scheduled meetings.

a. We envision this group being charged with organizing (or continuing) and implementing at least two activities during the year that will become "traditions." While we do not want to limit the possibilities, we offer the following as suggestions:

Reinstate the "Welcome Back Students" picnic. Find a more appropriate setting than a public park, and have representatives from all the groups on the Liaison Group visibly involved at the picnic.

Offer some type of orientation to the town of Laramie during the Summer Orientation sessions — perhaps an expansion of the coffee and doughnuts at the Alice Hardy Center that was initiated last summer for parents.

At a later time, the Group might look at some Spring event (eschewing the CSU model!).

b. We also would charge the Group with providing better public relations on a coordinated basis so that students know what is available in town and the surrounding area as well as on campus.

One suggestion would be for this group to produce (or help produce) a Student Handbook which could include ads from businesses and services, listing of groups in town that welcome students (churches, etc.) or would like to have them involved in their programs (Laramie Soccer Association, for example), service organizations, and would describe recreational opportunities of the area (skiing, National Forest areas, fishing, etc.)

There were other specific suggestions made for bettering the communications between the Town and Gown folks, on a one-to-one or small group basis, that could be implemented and coordinated by the Liaison Group. Examples are the formation of an Ambassadors Group from UW, to be modeled after the Chamber's Ambassadors and perhaps travel with them to promote activities in this area; combined "offers" for events, for example, a Dinner and UW Theater package; a "Circle the Wagons" party for new students and their parents before home football games; presentations by the ASUW and Faculty Senate to the Chamber, Rotary, etc., and by the Mayor to the Faculty Senate.

Suggestions for better information access include having the *Branding Iron* available at more sites in town; reinstating the activities "Hot line"; creating some "buddy systems," i.e., Wyoming students with out-of-state students, Americans with international students, faculty/staff with non-UW residents of Laramie.

SECTION L

STUDENT LIFE ("TOWN/GOWN") SUBCOMMITTEE REPORT

March 20, 1987

Janet C. Constantinides and Hoke MacMillan, Co-Chairs

FIRST MEETING

At our first meeting, we looked at the "laundry list" provided by the minutes of the Committee meeting and decided that we could not address all those issues and do any of them justice. Therefore, we decided to focus on the Union, living situations, and the town/gown connection. We adopted the following as the goal for our subcommittee:

Goal for Student Life: To create an atmosphere that encourages students to take advantage of the social, recreational, and cultural activities on campus and to make the campus so exciting that students will not want to be "week-end commuters."

There is one item that we considered at that meeting for which we wish to recommend an immediate solution. One problem with the recreational, cultural, and social climate of the campus at present is that it is difficult to get accurate information about what is happening. Each department, program, etc., publishes its own schedule, but there is not a complete master schedule. In looking into this problem, we discovered that one of the responsibilities of the Coordinator of University Student Activities is to produce a master calendar of events. The problem is that departments, programs, committees, etc. will not submit their schedules for that master calendar. One simple method of ensuring that a master calendar can be compiled is for the Vice President for Finance to issue an order forbidding the payment of any voucher for an activity not listed on the master calendar by a specific time (i.e., 6 weeks before the event or by a given date). Then the master calendar could be published at the beginning of the semester/year with monthly updates.

SECOND MEETING

At our second meeting, we reviewed what we had found out about the three focus areas and developed the following in each area:

1. Union:

Goal: The Union should be a central gathering place that enhances the social, cultural, and recreational development of students.

At least one extensive report was developed, by the Wyoming Union Board in 1983. In our view, this report has not been used well, if it has been used at all. The phone poll done for the Centennial Committee on Students contains information about what students would like to have available in the Union. Additionally, there is a movement under way, initiated by students, to renovate the Union. Since that is already in progress, we felt that we would defer to the students and focus on other issues. We do, however, strongly support the renovation/remodeling of the Union, or even perhaps the building of a new Union — whatever is needed to meet the goal stated above. It is vital that, whatever is done, students be involved in all stages of the planning and execution. It is also mandatory that the Union usage patterns and student needs be continually monitored so that, as student demographics and needs may change, the Union can continue to meet those needs.

2. Living:

Goal: Housing opportunities should be offered in configurations and locations that will enhance the educational as well as the social, cultural, and recreational experiences of students.

The University should explore other housing configurations besides the ones now in existence. Possibilities would be "quads" for 4 students with a small kitchen, etc. Another possibility might be living configurations similar to that of fraternities/sororities but without the Greek connection. Also, the assignment of Resident Assistants should be carefully evaluated for its rationale.

At present, housing is physically separated from the rest of the campus. In order to achieve the above goal, housing needs to be integrated with the academic and social locations. This may mean moving some offices (for example, in Ross Hall) into existing dorms (for example, Crane or Hill) and moving living accommodations into that office space.

A master plan for the campus facilities needs to be devised, keeping in mind the goals stated in 1 and 2 of this report. And, again, student housing needs must be monitored continually; and, as those needs

Students Appendix

may change, the University will have to be flexible in redesigning housing possibilities and configurations.

3. Town/gown Relations:

Goal: There needs to be broader and more effective communication between the town and the University.

In all phases of activity, the University and the town need to communicate and coordinate better. This applies to all parts of the operation — for example, academic supplies, recreational opportunities, social and cultural events. Possible suggestions: Hold the Welcome Back picnic on campus; have a "carnival-Jubilee Days" activity in the Fall. The faculty and staff need to become more involved in community activities (Big Brothers/Big Sisters, United Way, Cathedral Home — service activities) and recognize their service responsibilities to the community. Such involvement would improve the town/gown relations. On the other hand, the town may need to be more aggressive about recruiting UW faculty and staff into such activities. At present, there is one committee in the Chamber of Commerce, the University Relations Committee. Also

there is an *ad hoc* committee relating to conventions coming to town. Although this may be a start, it obviously is not sufficient to achieve the goal stated above.

The student life subcommittee will focus for the remainder of the time we have on item #3. Our next subcommittee meeting will include representatives from town who will be asked to help us identify ways of achieving the stated goal. This is not an attempt to deny the existence of existing committees and connections but rather an opportunity to take a fresh look at the subject.

NOTE: The student life subcommittee became aware, as we tried to accomplish our task, that numerous reports have been written on areas of our focus but it did not appear that those reports were consulted from one report to the next. It is imperative that a long-range goal be set and that all future activities be carried out in concert to reach that goal. Reports such as this must be consulted, not filed on shelves. Direction must be provided if any real change is to take place. We think that this message should be presented loudly and clearly in our Committee report.

SECTION M

UW'S ETHNIC MINORITY RECRUITMENT PLAN

(Note: The Office of Admissions and the Student Educational Opportunities [SEO] Office began working together in Spring 1987 to develop the following minority recruitment plan. The contact person in Admissions is Steve Strong; the contact person in SEO is Delores Cardosa. J.H.)

I. Intent of the Plan

- A. To respond to the changing demographics within the United States which indicate:
 - 1) an increase in the minority college age population
 - 2) a reduction of the traditional college age cohort
- B. To focus on minority prospective students.
- C. To establish a formal 5-year plan of action for UW to work on regarding minority recruitment at UW.

II. Goals, Objectives, and Activities of the Written 5-year Plan.

- A. **GOAL ONE:** To identify, recruit, and increase the enrollment of ethnic minority students to UW.

Objectives and Activities to meet this goal include:

- 1) an increased identification process which includes outreach activities to schools and minority communities.
- 2) involvement of alumni in the identification and recruitment process for minority students.
- 3) increased visibility of UW and opportunities for minorities at UW.
- 4) development of relevant recruiting materials targeted for ethnic minorities.

- 5) coordination of efforts to recruit ethnic minorities.
- 6) development of scholarships and financial aid opportunities at UW for ethnic minority students.
- 7) development of programs to encourage ethnic minorities to come to UW.
- B. GOAL TWO: To involve the entire campus community in maintaining a positive environment for the recruitment and retention of ethnic minorities on campus.
Objectives and Activities to meet this goal include:
 - 1) increased visibility on campus about efforts to increase minority recruitment.
 - 2) involvement of current UW students in the recruiting process.
 - 3) identification and contact with interested faculty and staff to assist in establishing a formalized recruitment and retention network on campus.

III. Progress to Date on the 5-year ethnic minority recruitment plan

- A. The 5-year plan has been written, reviewed, accepted, and implemented between Admissions, Minority Affairs, and the Indian Education Office.
- B. Public relations activities have been started to highlight UW and opportunities for minority students at UW.
- C. Coordination efforts are underway between Admissions, MAO, and IEO on minority recruitment as a starting point.

- D. Models, programs, and recruiting materials designed for ethnic minority students are being researched.
- E. Outreach and recruitment activities are underway with schools and minority communities.
- F. An article geared towards identifying UW alumni interested in this effort has been submitted.
- G. Work with UW Foundations has been started to solicit funds for specialized minority scholarships.
- H. UW faculty and staff have been contacted for the recruitment and retention network and a preliminary meeting of the network has been set.

IV. Recruitment and Retention Network

- A. Preliminary projected duties of network members
 - 1) providing personalized assistance to minority students who are referred to you.
 - 2) serving as a contact person for minority students within various UW units.
 - 3) sharing network information with colleagues and students.
 - 4) providing input into the planning and procedures to keep the network viable.
- B. Projected duties of the network in relation to recruitment and retention.

(Note: Individuals concerned with minority recruitment were asked to consult the list and sign up for various duties. J.H.)

SECTION N
LETTER TO THE BRANDING IRON REGARDING UNION EXPANSION
February 17, 1987

INSIGHT

4

The Branding Iron, Tuesday, Feb. 17, 1987

The readers speak

Proposal asks students for \$20 for union renovation

Editor:

It's not often that we, as students, get the opportunity to have a hand in changing things on campus and when the chances arise, we must take them. The time is nearing when a golden opportunity will be made available. This opportunity pertains to putting the "student" back in the Wyoming "Student" Union, in name and in purpose.

Once you've seen what other student unions are like, you can't help but notice that ours is seriously lacking in many areas. On many campuses, the student union plays a central role in student living and is considered a prized possession. Here it's merely a warming hut as we walk from the parking lot to the Classroom Building. Anyone who traveled to CSU for the basketball game and happened to stumble across their Student Center can testify to the fact that we are behind the times. At CSU they have a Hardee's restaurant, 3 automatic teller machines, a flower shop, a 3/2 bar that

always has waiting lines—the list goes on. Granted: CSU has 30,000 students to our 10,000, so we can't expect something as enormous as theirs, but why don't we have at least one-third of what they have? The students of the University of Wyoming deserve more—and we should demand it.

Over the last two semesters I have thought about this and eventually formulated a plan that will give us the opportunity to have a hand in creating a "new Student Union." History reveals that students instigated and actually built the Student Union from the ground up, and it's time for history to repeat itself.

The first stage of the plan is to renovate the present food service area by shrinking the present food services and making room for food franchises (i.e., Burger King, Taco Bell, etc.) to be completed by the 1988 Fall semester. Suggestions for future expansion and renovation in the next stages include: a travel agency, automatic teller machines, a

student lounge, a sports equipment rental, a VCR rental, an ice cream shop, a gift shop separate from the Bookstore, a copy shop, a theatre—the list stretches as long as the human imagination.

The logistics to a great extent are being worked out and support is surfacing at all levels of university administration. However, the most important element in this plan is getting the support of the students. It doesn't matter how great the plan is or how much administrative support it receives, if the students don't support it, it will never become a reality. It is for the purpose of measuring student support that I have written up a referendum to be placed on the ASUW ballot in the spring election. It will read as follows:

"In order to make a gift to the University for the second hundred years and make it possible to renovate the Union and bring in food franchises (i.e., McDonalds, Hardees, etc.) are you in favor of an increase in tuition of up to but not exceeding ten dollar

(\$10.00) for ONLY the 1987 Fall and 1988 Spring Semesters. (This would increase tuition from \$389 to a maximum of \$399)."

This is the best way to show the Administration, Trustees, and Wyoming Legislature how we feel, at the same time allowing ourselves to be counted and beginning to finance the first stage of renovation. Not only this, but for a mere twenty dollar investment on our part, we can enjoy \$200,000.00 worth of Union renovation and spur the campaign for additional renovation and expansion.

This is only the tip of the iceberg of the work that's been done. If you have any questions about this proposal, suggestions of any kind, or want to know how you can help, contact Brian Shuck at 745-5070 or leave a message at 786-6304 and I'll return your call.

Brian C. Shuck
Union Board member

SECTION O

A PROPOSAL FOR STUDENT UNION EXPANSION FOR THE SECOND 100 YEARS

Brian Shuck
January 27, 1987

Due to the feeling among the students that the "Student" ought to be put back in the "Wyoming Union," in name as well as in purpose, we propose the following comprehensive Union Renovation plan be adopted to be executed in the following stages:

1. Remodel the food service area to create a more open atmosphere, make room for 2-3 food franchises to set up business, and create a smaller, more specialized food service operated restaurant. Details to this stage will be explained in the following pages.
2. Run a survey in conjunction with the survey planned and appropriated by ASUW Senate to determine what the students use and don't use, what they need and don't need, and to establish the prior-

ity need of the students that the Union can be changed to provide for. This survey should be completed no later than the end of the 1987 Fall Semester.

3. After assessing the results of the survey, start to fill the needs exposed and find useful ways to utilize the areas the students don't feel are needed. Suggested projects for this 3rd stage will be listed in the following pages.
4. Continue to run annual surveys and develop new, innovative ways of serving the needs of the students of the University of Wyoming.

This first stage is set up to be a relatively inexpensive boost to the students' morale which will involve many facets of ASUW student participation.

The following is a tentative plan for the completion of this project.

1. Have 500-600 level drafting classes draw up blueprints
2. Have 500-600 level interior design classes draw up suggestions for redecorating food area
3. Get estimates
4. Work up budget
5. Seek financing (thru ASUW election referendums, University appropriations, ASUW fund allocations, and legislative appropriations)
6. Approve financing and construction with Trustees (if necessary)
7. Solicit bids, finalized blueprints, and redecorating plans for construction
8. Solicit bids from franchises interested in doing business in the Union
9. Choose food franchises on pre-established evaluation system
10. Choose company to do construction on pre-established evaluation system
11. Complete construction during summer of 1988 (construction will be completed and financed in coordination with the franchise owners and must be completed before the 1988 Fall Semester)
12. Have 600 level Marketing and Advertising classes sell the new food mall

Rules governing selection and operation of food franchises

In order for food franchises to be considered for selection and to continue operating in the food mall once selected, they must:

1. hire ASUW members or part-time students who carry at least 9 credit hours
2. must pay for any unique, Union Board approved remodeling to face of store front
3. restrict advertising to a few designated areas of the Union
4. cooperate with Union Board and food service in providing a food mall meal plan system for off-campus students
5. must sign a year lease, voidable after one year if Union Board is not satisfied with service to students or if any of the rules listed are broken
6. comply with any additional rules set down by ASUW or the Union Board

From observing the operations of other student unions and after speaking with students who have recently transferred from other universities, the following two lists of suggestions were formulated as possible projects for Stage 3. The first is a list of businesses I propose be run in one of two ways: (1) have stores set up by ASUW, Union Board, or Union renovation funds and managed by ASUW seniors serving in a one year management internship. The intern would receive credit hours plus any profit generated, (2) have franchises come in and run business much the same as the food mall in Stage 1. The list of businesses includes:

1. a floral shop
2. a VCR/video rental store
3. a hairstyling salon with expanded and improved services
4. a sporting goods rental store
5. a bike repair shop
6. a travel agency
7. a t-shirt shop
8. a pizza vendor in the beergarden
9. a copy shop
10. an ice cream shop
11. a gift shop separate from the Bookstore to provide more complete services

Whether we are to establish student businesses or allow franchises to set up business, the Union can generate funds through leases and rent charges.

The second is a culmination of different services the Wyoming Student Union does not provide that with renovation and expansion it could. These are:

1. a student lounge
2. automated teller machines
3. an expanded, renovated, and improved game room
4. an expanded beergarden with a dance floor and a stage for bands and entertainment
5. a theatre

All of these are merely suggestions — without formal evidence of student support through the use of surveys as suggested in Stage 2, these must remain only suggestions. These ideas did, however, come from the students, and so the great majority of these suggestions will and already do have student support.

SECTION P
STUDENT SENATE BILL #1557 TO EXPAND THE STUDENT UNION

SENATE BILL #1557

Title: Referendum for tuition increase

Introduced: February 11, 1987

Thesis:

Sponsor: Brian Shuck

1. Whereas the students of the University of Wyoming have the opportunity to
2. contribute significantly to their University during this year of Centennial
3. Celebration, and whereas, to merely maintain the present ASUW programs does
4. not reflect the ambition or goals of this ASUW Senate, and whereas we now
5. have the opportunity to provide a valuable service to the students of the
6. University of Wyoming which is not a drain on the ASUW general reserve and
7. allows the students to directly affect their campus by casting their vote
8. regarding a project that is cost efficient in the short run and of great
9. service and revenue generating in the long run, be it enacted by the
10. Student Senate of the Associated Students of the University of Wyoming that
11. a referendum be placed on the ASUW ballot during the Spring General
12. Election to read: In order to make a gift to the University for the second
13. hundred years and make it possible to renovate the Union and bring in food
14. franchises (i.e., McDonalds, Hardees, etc.) are you in favor of an increase
15. in tuition of up to but not exceeding ten dollars (\$10.00) for ONLY the
16. 1987 Fall and 1988 Spring semesters. (This would increase tuition from
17. \$389 to a maximum of \$399.) ☐ yes ☐ no

Referred to: _____

Date of Passage: _____ Signed: _____
ASUW Senate Chairperson

"Being enacted on _____, I do hereby sign my name hereto and
approve this Senate action."

ASUW President _____

SECTION Q

PROPOSED AMENDMENT TO SENATE BILL 1557

Are you in support of the idea of a one time increase in student fees in order to make a student Centennial gift to the University of Wyoming for the purpose of beginning a significant Union Renovation Project? Some of the ideas proposed are: food franchises, a

flower shop, a travel agency, a sporting goods rental, a student lounge, a good hair-styling salon, a copy shop, a theatre, etc ...

YES ____ NO ____

APPENDIX

TEACHER EDUCATION



SECTION A

PREPARING SCIENCE TEACHERS

Excerpted from R.F. Brinckerhoff and R.E. Yager (Eds.), *Exeter II Conference - Science and Technology Education for Tomorrow's World: A Report of the Exeter II Conference on Secondary School Science Education*, Phillips Exeter Academy, Exeter, New Hampshire, June 16-22, 1985 (Washington, D.C.: National Science Teachers Association, 1986), pp. 19-21.

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The current shortage of science teachers is well documented, and there is evidence the shortage will get worse. For example, between 1971 and 1980 there was a 64 percent decline in the number of undergraduates entering science teaching (Shyman-sky & Aldridge, 1982). The shortage has resulted in significant numbers of teachers being reassigned from other disciplines to science (Council for Basic Education, 1985). One estimate is that 30 percent of secondary science teachers are either unqualified or severely underqualified to teach science (Aldridge & Johnston, 1984a, 1984b).

The education of future teachers is a large and complex task, and there is a need to rethink and redesign pre-service education in order to assure that new teachers are aware of the best instructional strategies and curriculum programs. Science teachers already in classrooms need updating, too. Exeter II conferees first and foremost supported the position that the design of secondary, middle/junior high, and elementary degree programs should be consistent with criteria established by professional groups such as the National Council for Accreditation of Teacher Education (NCATE) and with program requirements from state departments of education.

Exeter II participants endorsed the NSTA position statement *Standards for the Preparation and Certification of Teachers of Science, K-12* (1983). This document provides an excellent framework for use by those reviewing and redesigning science teacher education programs.

The primary recommendation from the Exeter II conference was for a five-year program leading to certification as a science teacher. This recommendation includes a four-year liberal arts degree with a science major followed by a fifth year of teacher education.

Study for a liberal arts degree would be based on a foundation of courses distributed across traditional areas (such as the humanities, the social sci-

ences, the natural sciences, and mathematics) and a major in science of one of two types. The traditional major would be in a science discipline such as physics, chemistry, biology, or geology. Prospective teachers electing a major in one of the scientific disciplines would also complete a minor in another scientific discipline or the equivalent of a minor in an interdisciplinary study such as science, technology, and society. Many colleges and universities now have science-and-society programs, and Exeter II participants recommended that a concentration in such a program be recognized as an acceptable component of a science teacher program leading to certification.

The second type of science major would be the inverse of the first type, requiring a balance of credits across the disciplines, i.e., physics, chemistry, biology, and the earth sciences. With this major also, a minor would be chosen in one of the scientific disciplines or in an interdisciplinary science-technology-society study. This broad area science major is particularly appropriate for students intending to teach at the middle school level.

The fifth year program would follow the bachelor's degree and require that a candidate meet all program requirements established by accrediting agencies and the particular institution of higher education. Any deficiencies, except in education courses, must be made up prior to entering the fifth year teacher education program. In recognition of the importance of science teaching, Exeter II participants suggested that an overall grade point average of 2.75 and a 3.0 average in science (on a 4.0 scale) should be required for entrance into the fifth year program.

A major component of the fifth year program would be an internship conducted under the guidance of a mentor teacher who has been selected through common agreement by public school and college or university personnel. Mentor teachers would be compensated for their work.

Teacher Education

Flexibility is inherent in such a pre-service program. In one approach the intern might spend one preparation period and two class periods per day in a science classroom. The rest of the day would be devoted to class attendance or study at the college or university. As a second example the intern would alternate between working in the school system full time and attending the college or university full time.

The college or university courses forming the fifth year program should include material on the following topics:

- Methods of educational research.
- Instructional models, teaching strategies, and specific responsibilities of science teaching.
- History and philosophy of education, with emphasis on science education.
- Contemporary issues in society, with emphasis on the politics, economics, sociology, and psychology of science-related social issues.
- Psychology of teaching and learning, with emphasis on theories of motivation, development, learning, and social psychology.
- Methodologies of classroom management.

After the fifth year program the intern science teacher would be granted initial certification and move to the position of resident teacher. The resident teacher would have full teaching responsibilities and a salary. This position would be, however, probationary. Resident teachers with a school district would be required to enter a district-sponsored staff development program. A mentor teacher would monitor the resident's progress and act as the resident's immediate supervisor. The school district would be responsible for compensating mentor teachers for their extra duties, much as districts now do for coaches and band directors. After the two-year residency the teacher would be eligible for permanent certification. If necessary, the probationary period could be extended for one year. Such a decision would be based on evaluation by the mentor teachers, school administrators, and other science teachers within the school where the probationary teacher had been teaching. The levels of professional development recommended at the conference are summarized in Table 3.

Table 3

Levels of Professional Development

1. Intern Teacher (1 year)

This person would not hold a certificate. He or she would be supervised by both college and public school personnel.

2. Resident Teacher (2-year minimum)

This person would hold temporary certification and would participate in a staff development program and be supervised by public school personnel.

3. Professional Teacher

This person would hold life-time certification or a renewable license, depending upon state policy. He or she could conduct staff development programs.

4. Mentor Teacher

This person would hold a joint appointment with a school district and a college or university. He or she would hold state certification and be responsible for organizing and conducting staff development programs and for supervising interns and resident teachers.

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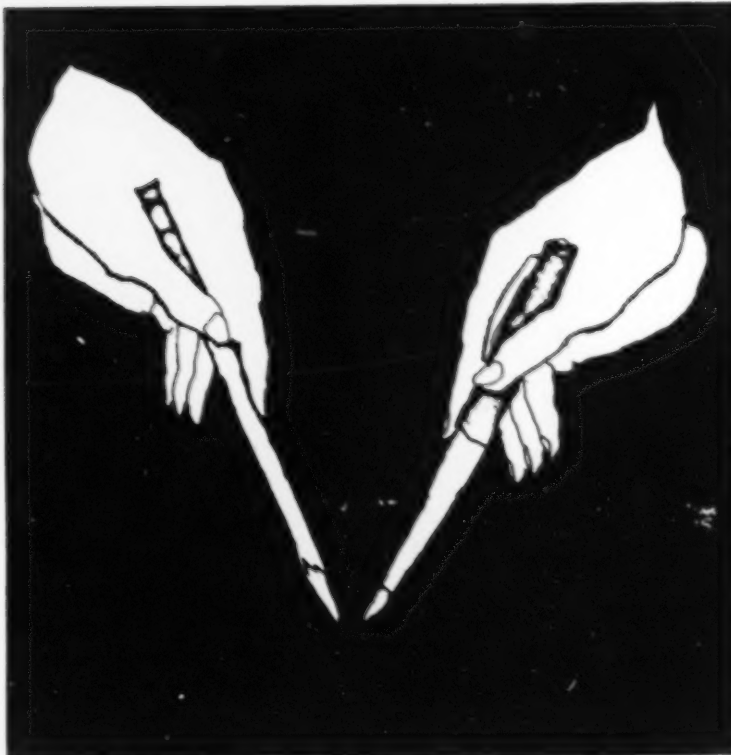
SECTION B

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A Field Guide to the Land of Teachers

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Mr. Keppel, a former U.S. commissioner of education, compares the reports of the Holmes Group and the Carnegie Task Force. The conclusions reached by the two groups are surprisingly similar, he says.



BY FRANCIS KEPPEL

THE CARNEGIE Task Force and the Holmes Group used different means to study the Land of Teachers. The Carnegie group hired a jet and looked down from heights that permitted a view of economic competition from overseas and of the social and economic problems of American society. Their eye was on the future and on the changing weather. Meanwhile, members of the Holmes Group drew their wagons into a circle, seeking a moment of peace to find a way out of their troubles.

The Carnegie Task Force marshaled such evidence as 14 charts in three colors and quotations from 12 governors, as well as quotations from business groups, Presidential commissions on the economy, two foundations, and a union. This information was leavened with 15 quotations from studies conducted by educators. The report of the

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Holmes Group, by contrast, reads like an essay, includes no charts or statistics, alludes only in passing to educational studies, and uses only two quotations from educators. By and large, it studies the past to find out what went wrong, in order to reform the future. The titles of the first two chapters in each report illustrate the differing approaches these two groups have taken. The Carnegie Task Force chose "A Time of Ferment" and "The Challenge" as its chapter titles, while the Holmes Group opted for "A Shared Agenda" and "A Common Understanding of the Obstacles."

The 14 members of the Carnegie Task Force included two business leaders, two governors (one past, one present), one state legislator, one journalist, one official of the American Association for the Advancement of Science, two chief state school officers, the leaders of the two teacher unions, an expert on Hispanic affairs, one dean of a college of education, and John W. Gardner, whose multiple achievements defy categorization. Likewise, the executive board of the Holmes Group consisted of 14 individuals. In this case, however, 13 of the members were deans of education at state universities and the 14th was the president of Teachers College, Columbia University. Clearly, the composition of the two groups differed considerably. Yet the conclusions they arrived at are surprisingly similar.

In the following paragraphs, I will compare the proposals put forth by the two reports, with an occasional backward glance to see how similar proposals fared in the past. I will call attention to topics that one report emphasizes and the other ignores, and I will also call attention to a few issues that received little attention in either report.

SHARED ANALYSES AND PROPOSALS

Neither group is happy about teachers' living and working conditions. The average salary is too low, and current working conditions do not foster professional pride and independence. Both groups agree that these realities discourage many young men and women from entering teaching and encourage those who do join the ranks to leave teaching after only a few years. The situation is bad enough now; in the near future, when the U.S. will need perhaps as many as 200,000 new teachers each year, we can anticipate one hell of a

mess (though those precise words do not appear in either document).

The Carnegie Task Force and the Holmes Group are both troubled by the American habit of decreasing standards for entry into teaching during times of teacher shortage. Both groups predict a teacher shortage in the early 1990s, and they fear that school districts will once again respond by hiring warm bodies, so that Johnny and Jane will be watched over by day, if not taught much. They have a good case, given the growing number of single-parent households and the growing number of families in which both parents work outside the home.

The solutions proposed by the two groups are similar. The Holmes Group suggests a "differentiated profession," with instructors at the bottom, professional teachers in the middle, and career professionals (perhaps 20% of the total teaching force) at the top. Teachers would move from one level to the next by demonstrating "mastery of important knowledge and skill through multiple evaluations across multiple domains of competence." The Carnegie Task Force proposes a restructuring of the teaching force into four categories: licensed teachers, certified teachers, advanced certificate holders, and lead teachers. A National Board for Professional Teaching Standards would determine the knowledge and skills essential for teachers at each level and would certify individuals who meet those standards. (I will deal with the National Board in more detail later.)

Both groups also agree that teachers at different levels should be paid at different rates. It is reasonable to suppose, they add, that the salaries of teachers at the top levels would compare favorably with the salaries earned by individuals in comparable professions. The report of the Carnegie Task Force even includes a table showing how the average annual salaries of a four-level teaching force might compare with the average annual earnings for six categories of nonmanaging accountants.

The notion that the teaching profession should be differentiated or restructured is scarcely novel. In the 19th century, the Lancastrian method won some adherents, though it received only brief mentions in the histories of education. During the 1950s (a time of teacher shortage), an effort was undertaken to differentiate the work of teachers by

The Holmes Group and the Carnegie Task Force are both troubled by the American habit of decreasing standards for entry into teaching during times of teacher shortage.

creating teaching teams headed by "team leaders" or "master teachers." Several school systems and a university school of education joined forces to develop and promote the idea, and — in a book on team teaching that was published in the early 1960s — Judson Shaplin and Henry Olds analyzed the problems that were encountered.¹ Not much has been written about this effort in the last 20 years, however.

The Holmes Group and the Carnegie Task Force agree that teacher education needs to be dramatically changed, or restructured. The time has come, they say, to discard the undergraduate major in "education" (though just how elementary teachers will be trained is a bit obscure). At the same time, colleges and universities must face the fact that undergraduate majors in the arts and sciences often provide better preparation for graduate study than for teaching in the secondary schools. The Holmes Group is particularly concerned about this issue, since teacher educators have often been blamed for the inadequate preparation of high school teachers — even though those teachers take major portions of their coursework in other departments.

Both groups agree that the "professional" component of teacher training leaves much to be desired. The Holmes Group suggests a variety of reasons for this, while the Carnegie Task Force treats it as an obvious fact that scarcely warrants analysis. Both groups see the student-teaching experience and teachers' first years in the classroom as the most effective preparation for teaching; thus they suggest that the time has come

to establish "clinical schools" (in the words of the Carnegie Task Force) or "professional development schools" (in the words of the Holmes Group) that would serve the same function in education as teaching hospitals serve in the medical profession. The Carnegie Task Force goes further, suggesting the use of "the case method, well developed in law and business but almost unknown in teaching instruction." (The Carnegie Task Force may not have been aware of the cost of developing good cases, a factor that might have discouraged the deans who make up the Holmes Group from such an expensive commitment.)

Both reports insist that no single change or reform will deliver the goods by itself. The proposed reforms are interconnected and must be undertaken together. As the Holmes Group puts it:

The quality of teachers will not be improved unless we improve the quality of their education — and we cannot accomplish this task without changing the universities, the credentialing systems, and the schools themselves. The functions of these institutions cannot be regarded as independent of one another. As difficult as it may be, any promising reform agenda must address interdependence of institutional functions and responsibilities. The rewards and the career opportunities for teachers, the standards, nature, and substance of professional education, the quality and coherence of the liberal arts and subject matter fields, and the professional certification and licensing apparatus must all be changed together, in a mutually compatible fashion.

The Carnegie Task Force uses different words to make the same point:

Three challenges must be met at once if we are to obtain teachers of high intellectual ability, people with the kinds of skills that are in demand in every sector of our society. The standards for entering teachers must be raised. Ways must be found to retain in our schools those teachers with the needed skills and to bring in others like them. And the structure of the system must be redesigned to take maximum advantage of those highly skilled teachers, so that the most efficient use is made of the additional funds required. There is a real danger now of political gridlock, a situation in which those who would improve the schools from the outside are met by teachers on the inside who, be-

Both the Holmes Group and the Carnegie Task Force had to rely on assumptions about how changes can be made and how those changes can be made to work.

cause they distrust policymakers' motives and disapprove of their methods, will prevent further progress.

WHERE THE GROUPS DIFFER

Costs. The Carnegie Task Force devotes a good deal of attention to the projected costs of its proposals and to ways to get the ball rolling. The Holmes Group makes no calculations of cost; it says only that it is committed to carrying the reform of teacher education "into the state legislative chamber by working for changes in the policies that shape the teaching profession." The state legislative chambers are familiar places to deans of education in state universities.

On the topic of costs, the Carnegie Task Force observes, "Improving the rate of return on our current investment in education requires additional investment," because education is "a highly labor intensive enterprise heavily dependent on the quality and performance of the teaching force." The Task Force goes on to say:

Education will be competing with other legitimate claims on the public treasury. Therefore, it is important to note that the recommendations taken together do not amount to a greater claim on national resources than the current proportion of the gross national product devoted to the schools. Our estimates of the incremental costs to fund this reform package suggest that an average annual real increase of resources on the order of 2.8 percent per year over a period of 10 years, or

1.9 percent over 15 years, would be sufficient.

First steps. Such economic reasoning may seem more convincing to a national commission — especially one that makes few explicit proposals on how local, state, and federal resources should be used to finance schools — than to a local school board or state legislature that deals directly with taxes and votes. The Carnegie Task Force recognized this fact of American life and thus turned its attention to how best to get its proposed "reconstruction" of the teaching profession started.

It decided to make a National Board for Professional Teaching Standards the first priority, even though task force member Mary Futrell, the president of the National Education Association, expressed some reservations in a separate comment included in the report. Perhaps the Carnegie Task Force felt that some visible, symbolic, and not-too-costly action should be taken right away. The proposed National Board could be started with private funds and then supported by tax dollars (as had been the case with the Education Commission of the States and the National Assessment of Educational Progress, both of which received their initial funding from the Carnegie Corporation). Indeed, the Carnegie Corporation has already arranged for an initial grant of \$900,000 to study the feasibility of a National Board — a familiar ploy in flirtations between the private sector and the public sector.

The Holmes Group, by contrast, decided to start its reform agenda at home. Its first move was to increase the number of wagons in its train by inviting 123 research universities to become charter members. The institutions that accept this invitation must support the Holmes Group's agenda and make active efforts to implement it. They must also certify their loyalty by the payment of an initial membership fee.

Given the extent to which the reports of the two groups agree, these decisions on how to proceed may prove to be complementary. There seems to be plenty of room for collaboration, and conflict does not seem inevitable.

Yet there is at least one area of potential conflict. Under the doctrine of local control, anything described by the words *national* and *standards* (e.g., the National Board for Professional Teach-

ing Standards proposed by the Carnegie Task Force) may be considered heretical. State authorities are likely to be nervous about the threat of federal control.

Minorities. The Carnegie Task Force devotes some eight pages of its report to the special problems of minority students in U.S. schools and to the desperate need for minority teachers. The Holmes Group devotes two paragraphs, at most, to these topics. The Carnegie Task Force seeks a way to meet the expected demand for approximately 50,000 minority teachers each year in the 1990s, but its report does not propose a national plan for recruitment. The Holmes Group proposes to step up the current efforts of schools of education to recruit minorities to teaching, even though the current methods are clearly not working.

A new degree. The Holmes Group proposes to train a differentiated teaching force by adjusting existing graduate degree programs in education. But the Carnegie Task Force seems to have some doubt about the merit of this approach.

[T]ying licensure to a single mode of preparation is not the policy the Task Force would recommend. Schools of education will continue to play the primary role in preparing the nation's teachers. Other providers may turn out to be important sources of professional education during the next decade as demand explodes. Their ability to serve this function should not be compromised by state licensing standards that are unduly restrictive. States can develop alternative routes to teacher preparation which meet standards equal to those in regular university programs. Board certification or an equivalent performance standard should not be a measure of a candidate's readiness to teach, however he or she is prepared.

Instead, the Carnegie Task Force believes that a Master in Teaching degree should be created. The proposal brings back memories of the Master of Arts in Teaching (MAT) degree that James Conant invented 50 years ago. Moreover, the manner in which the Carnegie Task Force describes its proposed Master in Teaching degree echoes the arguments made earlier in support of the MAT:

A newly developed Master in Teaching degree should set a new

standard for the professional preparation of teachers. It would prepare candidates to become competent teachers and pass the assessment procedures required for Board certification; it would serve as a foundation on which a career in teaching and further studies could be built. The purpose of the graduate program would be to prepare candidates to take maximum advantage of the research on teaching and the accumulated knowledge of exceptional teachers. It would develop their instructional and management skills, cultivate the habit of reflecting on their own practice of teaching, and lay a strong base for continuing professional development.

The MAT program fell on hard times in the 1970s, because its emphasis on the liberal arts and its rather upper-class academic style did not fit the needs of inner-city minorities and urban schools as well as these features served students and schools in more affluent communities. Enrollments in suburban schools dropped off sharply in the 1970s and early 1980s, causing the demand for teachers to decline in the suburbs as well. And the MAT program withered on the vine.

A recent report by the Educational Testing Service (ETS) provides some useful information to those individuals who seek to develop a new Master in Teaching degree. According to the ETS:

- The MAT programs attracted students of high academic ability to teacher education. The opportunity to obtain a master's degree and a teaching credential in a short period of time, while pursuing graduate academic work at prestigious institutions, was the primary motivator.

- The MAT model was successful in terms of the proportion of its graduates who entered teaching and who are teaching today. Eighty-three percent of the MATs entered secondary or elementary teaching and one-third of those who entered teach today.

- The majority of the MATs have taught in suburban public secondary schools in which the majority of the students are white, mid- to upper-middle-class, and above the mean in academic achievement.

- The MATs who left teaching taught for an average of about five years. Thus, the model may also be a viable means [of providing] a stream of students who teach for a period of

time and then move out of the classroom. Such a group of teachers provides "fresh blood" to the profession, while holding down the cost of teacher salaries.

- In addition to providing classroom teachers, the MAT model has made a substantial contribution to the field of education through its graduates who have pursued other careers in education. Of the MATs who are not currently teaching and are employed, nearly one-third hold other positions in education.

- From the students' viewpoint, the teaching internship was the most valuable component of the MAT model. The majority of students, however, expressed dissatisfaction with the supervision they received during their internships.⁷

The MAT program was relatively effective in recruiting and holding teachers during an earlier teacher shortage. A similar program might be useful again.

The uses of research in education. The Holmes Group has high hopes that educational research will make significant contributions to practice. Indeed, the Holmes Group heralds in its report the evolution of a science of education.

Until the last two decades, scholarship in education and the content of the hundreds of university courses in the subject had to rely heavily upon the findings in other disciplines, particularly the behavioral sciences. Collected in non-school settings, this information as transferred to issues of educational practice has been unsatis-

fyng to everyone. It was unconvincing and provided only ambiguous guidance about educational practice and policy. Within the last twenty years, however, the science of education promised by Dewey, Thorndike, and others at the turn of the century, has become more tangible: The behavioral sciences have been turned on the schools themselves, and not just in laboratory simulations. Studies of life in the classroom now make possible some convincing and counter-intuitive conclusions about schooling and pupil achievement. Ironically, now that the promise of [a] science of education is about to be fulfilled, many current reform recommendations recall an older literature that demands a decrease in the time given to the study of this scholarship.

The report of the Carnegie Task Force, by contrast, mentions research in only two contexts: the labor market for teachers and the improvement of measurement tools. In its analyses and proposals, the Task Force does not rely heavily on research and development (as one might reasonably suppose it would have done, if the topic of its report had been medicine and public health).

Twenty-five years ago, with the blessing of many educators, the federal government began a program to finance educational research and development. In the early years, federal funds were allocated to support the research of individuals and small groups of scholars. Since the late 1960s, however, the government has tried to organize an R & D system for education like that of the National Institutes of Health. Assessing that effort in 1984, Richard Murnane and Richard Nelson concluded, "For many who once had high hopes, the results of the Federal efforts have clearly been disappointing."¹

Murnane and Nelson particularly studied the results of the system of educational R & D as these results relate to the standard economic theory of production and innovation. Their conclusion is relevant, given the emphasis that the Carnegie Task Force places on increasing productivity in the schools. According to Murnane and Nelson, "The conventional economic theory of production does not hold, even approximately, in a field like education."²

In proposing radical changes in teachers' work and in the productivity of schools, both the Holmes Group and the

Carnegie Task Force had to rely on assumptions about how changes can be made and how those changes can be made to work. Yet neither group seriously attempts, in its report, to assess the potential contributions of educational R & D to educational practice. Perhaps the time is ripe for a Carnegie Report on research and development — a report that would assess the capacity of the social and behavioral sciences and of the "science of education" to contribute in the coming decades to the implementation of the proposals of the Holmes Group and the Carnegie Task Force.

Student learning and teacher accountability. The Carnegie Task Force has strong views on these matters:

Insofar as possible, measurements of school and student performance should be used to assess progress toward stated goals for students. Measurements should not be limited to standardized achievement tests. They should include such yardsticks as rates of attendance, dropping out, job placement, and college acceptance. While standardized tests of basic skills and the acquisition of facts have their uses, they need to take second place to more sophisticated measures of a range of higher order cognitive processes.

It is essential for teachers to participate in setting goals at the local level, deciding how to assess student progress, developing compensation systems, and other matters related to effective performance. Parents should also be part of this process of goal setting. Once goals are decided, school staff should have as much freedom as possible in determining how they will be met.

Accountability should go considerably beyond the typical approach of simply publishing performance results. The Task Force encourages experimentation and additional research to explore ways that school staffs which produce outstanding gains in student performance can receive substantial benefit from that increase in productivity — including increased compensation. These efforts should be built on sound education principles. For this reason it is particularly important in a school setting to emphasize and reward the entire staff for student progress. First, because the contribution of individual teachers to student progress is extremely difficult to measure, and, second, because it is important to provide strong incentives

The federal government could play a major role in reforming teacher education and the teaching profession — and the federal government will have to do so.

to the staff to work as a team on behalf of the students. . . . We should be particularly clear on one point. No method that we know of for measuring student performance and connecting it to teachers' rewards is yet satisfactory. This is not surprising, since little effort has thus far gone into development of such methods, and much is required. There is no reason in principle why satisfactory systems for this purpose cannot be developed, but none will work as designed unless states, local authorities, and the teachers work together to define systems that meet their collective needs.

The Holmes Group, by contrast, ignores these matters. Despite earnest efforts, educational research has thrown little light on the relationship between the preparation of teachers and the performance of the pupils they teach. As far as anyone knows (in the sense of "dependable scientific results"), current student outcomes might conceivably have been achieved without any programs of teacher preparation at all. Common sense suggests that such a conclusion is risky and that even the current teacher preparation programs probably yield better student outcomes than would be forthcoming if principals randomly selected teachers from the population of graduating college seniors. But too much talk about the topic might be discouraging to legislators and to university presidents, when the time comes to allocate funds to schools of education. Better to maintain a judicious silence.

The Carnegie Task Force chooses a middle ground. Granted that we do not

know enough to link teacher preparation to the performance of individual teachers and thence to the learning of individual students, we can at least collect facts about student learning, school by school. Moreover, we can use those facts to motivate faculties to raise standards in their buildings — especially if higher income for the entire faculty is an incentive. But here, it seems to me, the Carnegie Task Force gets into a muddle on how to proceed: using teacher collegiality as a means of management may not mesh well with holding some manager (the principal, perhaps) ultimately accountable. And just how do those parents fit in? Moreover, where is the record to show that “putting in place incentives to reward success and penalize failure” has proved successful in the past? With regard to penalizing failure, government seems to stumble and falter when it comes to reducing dollars — especially if it is the children who are punished in the end.

SOME MISSING ITEMS

As far as I could tell, neither the Carnegie Task Force nor the Holmes Group seriously considered voucher plans as a way to improve teaching and schooling. Nor did either group discuss the value of private schools as competition that forces the public schools to adopt higher standards. They even passed over the teaching of values and the issue of prayer in the schools. In these days, the executive branch of the federal government may consider such neglect tantamount to patriotic insensitivity.

Of course, these reports were prepared in an era in which the effectiveness of the federal government has been severely criticized. Two consecutive candidates, Jimmy Carter and Ronald Reagan, won the Presidency on platforms critical of big government and the federal bureaucracy. Since its earliest days in office, the Reagan Administration has tried — largely without success — either to eliminate the Great Society programs or to turn them over to the states. Since 1981 the Congress, often acting in bipartisan fashion, has saved legislation supporting the public schools and higher education. During the Reagan years no major educational initiative by the executive branch has won congressional approval. Therefore, it is understandable that the two reports pay little attention to the Reagan Adminis-

tration's rhetoric regarding vouchers and the encouragement of private and church-related schools. Congress is unlikely to approve any Administration proposals with regard to these issues. The “gridlock” to which the report of the Carnegie Task Force alludes can be found in the nation's capital, as well as in the schools. Under these circumstances, to struggle with the Administration's rhetoric may have seemed like tilting at windmills, at a time when education should instead be preparing seriously for battles likely to yield better student performance and more effective recruitment and preparation of teachers.

For these or other reasons, neither the Carnegie Task Force nor the Holmes Group suggests a role for the federal government in carrying out its proposals — even though some of these proposals aim at solving problems that are national in scope. The Carnegie Task Force does not include the federal government in its long list of those invited “to join in the work ahead.” Meanwhile, the Holmes Group does not reach for support beyond the state legislative chambers.

A quarter century ago, a Carnegie Task Force or a Holmes Group would have suggested a federal initiative as a matter of course. The several committees and task forces that studied the problems of education during the Kennedy and Johnson Administrations brimmed over with proposals for such initiatives. The problem in those days was to choose from among the many proposals those that made sense and were politically practical. One measure of the success of the Reagan Administration's efforts to reduce the role of the federal government in domestic affairs

may be the fact that these two reports do not provide any proposals for federal initiatives from which to choose.

Consider the obvious possibilities. Both the Carnegie Task Force and the Holmes Group could have asked the federal government to take the lead in organizing nationwide programs to recruit new teachers for the schools. In categories (such as minority teachers) where shortages are acute, the federal government could support training costs and provide special financial aid for students. The federal government could expand existing programs aimed at attracting potential teachers of science and mathematics away from other careers. Conceivably, the federal government could encourage the widespread use of “career professionals” or “lead teachers,” through matching grants to the states to help cover the higher salaries involved. The current efforts of the Education Department to improve the database on schools, teachers, and student learning could be greatly strengthened, if the Administration and the Congress provided more generous funding for this project. (An improved database will be essential, if the proposals of the Carnegie Task Force are to be implemented effectively.)

It may be unwise to assume that federal initiatives are an impossibility because of the current gridlock between the executive branch and Congress. In the early 1960s the pundits were confident that education legislation could not pass because of conflicts over race, conflicts over church/state relationships, and a pervasive fear of “federal control of the schools.” But the scene changed rapidly in the 1960s, and change may occur just as quickly in coming years. The federal government could play a major role in reforming teacher education and the teaching profession — and the federal government will have to do so, if the proposals of the Carnegie Task Force and the Holmes Group are to be given a chance to succeed.

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4. *Ibid.*, p. 353.

The Carnegie Report — A Call for Redesigning The Schools

© Marc Tucker and David Mandel, 1986

Fundamental changes in the internal life of the school hold the greatest promise for transforming teaching into a rewarding and attractive career, say the authors of the Carnegie Report. Their proposals aim to make the schools both more productive and more engaging places in which to work.

BY MARC TUCKER AND
DAVID MANDEL

SINCE THE release of *A Nation Prepared: Teachers for the 21st Century* late last spring, the public has seized on the most dramatic recommendations of the report: the establishment of a National Board for Professional Teaching Standards, greatly increased pay for teachers, the abolition of the undergraduate major in education, and the creation of Master in Teaching degree programs for professional teacher education. Largely overlooked in the furor surrounding the Carnegie Report is the recommendation to restructure the schools. But if U.S. schools are not restructured, then the other Carnegie recommendations will make little difference.

Much has changed as a result of the education reform movement of the past three years. States and local school

boards have raised standards for students and teachers alike, substantially raised teacher salaries in many locales, created career ladders, and instituted merit pay plans. But little has changed in the way schools operate — how time is spent, how decisions are made, how professional educators relate to each other and to their charges. A few notable exceptions to this rule exist, but these exceptions are often of a marginal nature and have little effect on instructional practice or educational outcomes.

The Carnegie proposals that have captured the spotlight share a common property with the first wave of education reforms that have swept across the United States: they exert their major effect on school inputs. If the nation is to reap the full benefit of such changes, however, things will have to change *inside* the school. For it is fundamental change in the internal life of the school that holds the greatest promise for transforming teaching into a rewarding and attractive career and creating learning environments that promise to provide students with the capacity for independent thought and action.

Why is this so? Because the current structure and organization of schooling not only make extraordinarily inefficient use of those able teachers we are lucky enough to attract to and retain in the schools, but they also create a host of disincentives that drive many of our best teachers out of the schools.

This dilemma can be seen most starkly in the undifferentiated staffing model that characterizes most schools. The roles, responsibilities, and expectations that the school holds for rookie teachers are no different from those it holds for experienced master teachers who know what will engage students and what will frustrate them, who know how to help

students over the humps, who know how to diagnose the learning problems that make bright children appear slow to the novice teacher, and on and on.

It is immensely wasteful to assign identical responsibilities to two teachers of very different capacities, and it is counterproductive from the standpoint of personnel management, as well. The influence of the experienced teacher on the school is no greater than that of the novice; and the capable novice, unlike beginning professionals in other fields, cannot look forward to increasing responsibility that matches corresponding increases in capacity and performance.

Of course, it doesn't have to be this way, and, at the margins, some schools are beginning to experiment with differentiated staffing schemes. These are usually confined to senior staff members serving as mentors for junior staff members and very little else. What is absent is what is typically found in the practice of other professions: the roles of professionals are sharply distinguished by virtue of their expertise, responsibility, and productivity; their status and compensation are likewise differentiated.

Contrast the life of teachers with that of accountants, attorneys, or architects who practice their craft in a professional partnership. In the case of accountants, attorneys, and architects, real rewards in status, remuneration, and responsibility depend on acquiring national certification. Teaching has no national assessment worthy of such recognition. Successfully completing assignments, cases, or projects for clients not only translates into increased earning power for most professionals but in time leads to greater responsibility and more challenging clients. In teaching we reward time in the seat and the acquisition of

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graduate credit irrespective of whether anything is learned — much less applied in a manner that is beneficial to children.

The professional practice model works because — unlike teachers — accountants, attorneys, and architects continue to practice their trade even as they gain experience and assume greater responsibility. It seems that such an obvious progression in the life of a professional would not be worth noting, until one realizes that a teacher's career does not fit this mold. As a result, there is tremendous satisfaction among those in other professions as they move up in the organization, and, consequently, the best practitioners generally choose to stay in their profession.

IT IS NOT just better salaries that hold the best people in a profession. They also take responsibility and manage the toughest and most challenging cases both because these are the assignments that promise to yield the greatest returns for their firm and because they are marks of status and accomplishment. Such people are provided enough support staff and facilities to insure that their time is spent in the most productive manner possible. Tasks that can be done by those with little experience or expertise are routinely farmed out to junior professionals or to technical and clerical personnel. The tasks of administration are often delegated to a nonprofessional, and life is arranged so as not to distance senior partners from their clients but to keep them engaged to the fullest in their practice.

The Carnegie Task Force believed that there was much in the professional practice model that commended itself to the schools and that could be adapted to great effect. *A Nation Prepared*, therefore, called for a more diverse staffing structure for the schools, one that is designed to capitalize on the knowledge, skill, and accumulated wisdom of our most able teachers. Such a staffing structure would be headed by "lead teachers" — ideally, those professionals who held advanced certificates from the National Certification Board and who, after a number of years in practice, were regarded by their peers as especially well-qualified to take on leadership positions in the school. Lead teachers would coordinate the work of

the school's entire instructional staff, including the assignments of other teachers, instructional specialists, and tutors. They would be invested with much greater responsibility and authority for students' learning experiences, and they would be held accountable for the performance of the entire school.

This plan would involve a trade between teachers — who more often than not regard themselves as the victims rather than the beneficiaries of education reform — and state and local authorities, who must simultaneously guard and promote the public interest. In return for offering teachers the responsibility and authority befitting true professionals, the state would require that lead teachers demonstrate their competence by sitting for the National Boards and that regular and equitable assessment practices be adopted to measure the performance of the entire school as a means of holding lead teachers accountable.

For such a system to work, teachers will have to be involved in establishing the performance criteria, which would presumably be much broader than those to which we have grown accustomed. This will be no easy task, but it seems that there are few alternatives. If all the rhetoric about focusing on excellence and quality is to have any meaning, the energies and attention of the entire school must be directed toward these goals. This means aligning the incentive and reward structure for teachers and administrators with the broad directions and purposes that state and local authorities set for the schools.

Such an alignment would mark a major change in policy, for all too often it is not the pursuit of knowledge but the pursuit of tranquillity that energizes the schools. Principals are commended and promoted, and teachers are valued for their capacity to maintain order. At the same time, there are no special incentives for bringing low-achieving students up to grade level or for doing more than merely insuring that the state-mandated curriculum is covered. As a consequence, we have a system that encourages principals to hire low-cost teachers rather than especially effective teachers. This is not to say that low-salaried teachers cannot be highly effective — just that the emphasis is placed on the wrong factors, often to ill effect. Moreover, the current system provides no incentive for the careful allocation

We must invest teachers with a much greater degree of trust and responsibility to render professional judgments about the most appropriate educational treatments.

of inservice training funds in ways that might improve teacher productivity and student progress. Fundamentally, our system of schooling provides little motivation to redirect resources from administration to instruction.

Reorienting the energy and direction of the schools will occur only when two things happen. First, a rational and fair incentive structure must be put in place to direct the attention of the entire school toward the educational outcomes that are judged by the state and the community to be in the public interest. Second, we must invest teachers with a much greater degree of trust and responsibility to render professional judgments about the most appropriate educational treatments for their students. By doing these things, we could transform teaching into a career worth pursuing, insure that the schools become much more productive and engaging places in which to work, and, most important, direct the energy and attention of professional educators toward mobilizing all available resources to produce the greatest possible gains for all students.

EARLIER generations saw work as no more than a means of putting bread on the table. However, today's young people are not only looking for jobs with decent financial rewards; they are also looking for jobs in which they can make their presence felt, in which they can contribute to the success of the enterprise, and in which they can use their imagination, creativity, and analytic capacity. Judged according to these terms, teaching is not now a career that is very satisfying. But it could become so.

The secret is to provide teachers with much greater discretion than they now

command, to treat them as professionals, to recognize that the best teaching is custom tailored by a constant process of feedback, analysis, and judgment about student progress and understanding. This can only happen when teachers have the freedom to organize the school day and the school's resources in ways that best suit the immediate educational needs of their students.

Yet we structure our schools as if we had no need for the sort of flexibility that such an environment demands. Assuming that we already had a system that assured administrators and school boards that teachers met high professional standards of competence, wouldn't it make sense to allow practitioners to exercise professional judgment in allocating the school's resources and to provide them with a much greater voice in operating these local institutions — not unlike the role played by other professionals in marshaling the knowledge and expertise of their partnership to meet the needs of their clients?

Imagine what such a school might look like. Groups of teachers would gather periodically to determine how best to cluster and distribute among the staff those students for whom they were responsible. Class times and sizes might be varied across the school day, and teachers might not be confined to a single classroom. Students as well as teachers might be encouraged to move about — the former to master an assigned lesson or to search for an engag-

ing learning experience, the latter to consult with a colleague or to monitor a particular group of students in need of periodic oversight.

Teachers who were especially adept at helping students who were having trouble with a particular subject would be so acknowledged and would be made accessible to all students. Similarly, some schools might designate student tutors for this role or even a scientist on loan for a few days from a local firm.

Early in the school year, those teachers with lead responsibilities might meet to distribute their school's discretionary budget. That budget would be larger than in times past because, with key instructional decisions pushed down to the building level, there would be less need for a large central administrative staff to make decisions and issue orders that would now be the province of the individual school.

The principal, who might at first have been anxious about sharing authority with the teachers, would come to appreciate the new arrangements once he or she realized that this was no zero-sum game. Because decisions are made at the school level, principals would have much more power than before; because teachers are fully involved in decision making, the principal's decisions would be much more likely to be carried out as intended.

Leadership would be far more rewarding in schools in which the entire staff worked toward a common goal: helping students to achieve at much higher levels than ever before in order

to make themselves eligible for a productivity bonus. Suddenly there would be an incentive for teachers to seek expertise on the school staff wherever it might be found. In such schools, principals would be leaders as well as principal teachers.

If teachers were to be given such discretion, then establishing a rational model of accountability would provide those entrusted with the public interest with some greater assurance that teachers' energies would be turned in the appropriate direction. At the same time, for state and local authorities it would mean abandoning a set of prescriptive measures that confine professional judgment to very narrow bounds in favor of much greater clarity about the goals of education.

Such a change is likely to be healthy for both parties. A professional environment for teachers would be created that would enable the schools to compete with greater success for especially able people in a much more open labor market than they have ever confronted before. At the same time, refocusing the attention of officials on the ends of education would not only move the authorities away from the deadening activity of trying to tighten the screws on the system (an exercise that appears to be moving us toward political gridlock), but would also draw their attention toward the larger questions with which they ought to be grappling.

We do not believe that there is one best way to restructure the schools. But a number of principles that we have touched on above deserve attention.

A central idea in the restructuring that we propose is a break with the "eggcrate" school, in which teachers are isolated. In this antiquated model, students who are fortunate enough to come into contact with a great teacher have the benefit of that teacher's knowledge and skill, but no one else does — not the other students in the school and not the other teachers. This is a huge waste of talent of a sort that most professional partnerships would not tolerate. Ignoring differences of skill and capacity inevitably means that real talent goes unrewarded and that too much is asked of the neophyte. Because appropriate rewards are denied to the most skilled, prevailing incentives drive many such people out of teaching but are sufficient to keep in teaching people who perceive

themselves as having less appealing alternatives elsewhere.

The Carnegie Forum Task Force proposed the creation of a career progression for teachers that would culminate in a lead teacher position. This proposal is not designed to generate a new stratum of assistant principals but to find ways of making the skill, wisdom, and knowledge of the school's best teachers available both to the principal and to other teachers.

Lead teachers would play a key role in setting a school's instructional policy and in involving other teachers in the decisions that affect instructional policy. Lead teachers would continue to teach, but they would also work with other teachers, provide direct supervision to new instructors not yet fully licensed by the state to teach, train student tutors, head curriculum revision teams, serve as consultants to other teachers in their areas of specialization, and analyze the sources of problems faced by students with unusually perplexing learning difficulties. Lead teachers would work to find ways to share their own insights and the creative approaches of other teachers and to elicit the insights of their colleagues. They would play the key role in the school of involving all teachers in a collective effort to analyze the school's performance and to find ways of improving it. They would devote themselves to creating the kind of collegial environment that teachers say they want but rarely find.

This proposal is not intended to provide management without leadership, as some seem to have interpreted the suggestion that a committee of lead teachers might govern the school. The existing model of the nonteaching principal might work perfectly well in bringing about the kind of school envisioned here. But like a professional partnership, which is overseen by a committee of senior partners and chaired by a managing partner, so the school might have a "managing" teacher or "principal" teacher and return us to the original conception of the principal as instructional leader.

Other models of leadership might also work, depending on the skills, talents, and interests of those who take responsibility for the instructional leadership of the school. It is essential, though, not to be led astray in the quest for the unsatisfactorily perfect model of leadership, but instead to find ways to tap and reward

the knowledge and talent that already exist in our teaching force (and that are departing from it at an alarming rate).

At the same time, new structures of compensation should be developed that are connected to the new staffing structure. This would mean providing significant pay differentials to teachers with greater responsibilities and to teachers who demonstrate their competence by receiving certification from the National Board. Seniority would also deserve to be recognized in teacher salary scales, but the accumulation of educational credits would not. This provision is not meant to discourage the continuing education of teachers but to emphasize those kinds of continuing education that translate into increased capacity, as represented by National Board assessments and by expanded responsibility.

Such a compensation structure, pegged at levels that are competitive with other occupations that demand a college degree, would provide teachers with real prospects for personal growth and reward over the long term. This would stand in sharp contrast to current practice, which typically elevates teachers to a fairly low plateau after 10 or 12 years and holds no prospect for advancement, save through leaving teaching for an administrative position.

THE PROPOSALS of the Carnegie Task Force are made at a time of true crisis in U.S. schools. Demand for teachers is rising fast, and supply shows no sign of following that demand. If we were speaking of medicine, architecture, or accounting, then the economists would tell us that professional salaries in the affected field would rise until the supply of applicants willing to work at the higher salaries matched the demand. Unfortunately, in education we do things differently. We lower the qualifications for entrance to the field until there are enough people available who will work at the unchanged salary.

If, this time around, we settle for any warm body who will teach, we will be in grave trouble for two reasons. First, college-educated men and women have a much wider range of careers open to them than ever before, so the pool of able college graduates available for teaching careers at the prevailing salaries is much smaller than it was in the

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past. Second, the highly technical nature of the world economy makes it imperative that we produce high school graduates who are far better educated than ever before. The performance of the entire elementary and secondary system of schooling must be radically upgraded at the very time that we are experiencing a severe shortage of teachers. That is the nature of the crisis we face.

When placed against both the demographic challenges that confront us and the need to develop greater capacity in students by the time they graduate from high school, the case for structural reform becomes all the more compelling. If the education that was once reserved for an elite is now to be provided for all (or nearly all), then we have a productivity problem of major proportions, if we are not to bankrupt the country in our search for educational excellence.

Even if financing were not a consideration, we would still be forced to restructure the schools simply because the schools will get no more than their fair share of the best and the brightest college graduates. Teachers are obviously the most important resource in the educational lives of our children. It is imperative that we make the most efficient use possible of all our available resources, especially our teachers; it is even more important that we make the most efficient use of our very best teachers.

The proposals of the Carnegie Task Force promise to make the schools both more productive and more engaging places in which to work. The teachers, our children, and the public can only win if these proposals are enacted. [K]

Goals for the Reform of Teacher Education: An Executive Summary of the Holmes Group Report

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The group of education deans that has come to be called the Holmes Group is organized around twin goals: the reform of teacher education and the reform of the teaching profession. Here the Group's Executive Board sets forth the major themes of the consortium. Their article is followed by three critiques of the Holmes Group report, Tomorrow's Teachers.

BY FRANK B. MURRAY

A SMALL GROUP of education deans conducted a series of meetings and deliberations on the enduring problems associ-

Prepared by FRANK B. MURRAY, dean of the school of education at the University of Delaware, for the Holmes Group Executive Board, whose other members serve as deans of schools of education at Columbia University (P. MICHAEL TIMPANE), Michigan State University (JUDITH E. LANIER), Ohio State University (DONALD P. ANDERSON), State University of New York at Albany (ROBERT H. KOFF), State University of New York at Buffalo (HUGH G. PETRIE), Texas A & M University (DEAN C. CORRIGAN), University of California at Berkeley (BERNARD R. GIFFORD), University of Illinois at Champaign (NANCY S. COLE), University of Illinois at Chicago (GARY A. GRIFFIN), University of Iowa (CHARLES W. CASE), University of Utah (CECIL G. MISKEL), University of Virginia (JAMES M. COOPER), and University of Wisconsin at Madison (JOHN R. PALMER). Copies of Tomorrow's Teachers: A Report of the Holmes Group may be ordered for \$6.50 each, prepaid, from the Holmes Group, Inc., Michigan State University, 501 Erickson Hall, East Lansing, MI 48824-1034.

ated with the generally low quality of teacher preparation in the United States. Out of these meetings grew the Holmes Group. The deans' initial discussions focused on the lax standards that continue to be tolerated. Weak accreditation policies and practices and the historic disinterest in teacher preparation on the part of the major research universities were topics that also received special attention. Clearly, weak accreditation and the low priority assigned to teacher education at major universities were not independent phenomena, and in the end this connection became the focus of the group's work.

Over a three-year period, the deans, in consultation with many of their peers, saw that the problems they faced were so great and so complicated that solving them would require a long-term commitment of like-minded institutions to a reform agenda. They proposed a plan for a consortium and outlined a set of goals for it.

The institutions whose deans are members of the Holmes Group, though they span a fairly wide range of quality themselves, are the leading research institutions in their respective states and regions. By any commonly accepted standard, they are the top 10% of U.S. institutions engaged in teacher education — even though in some cases their teacher education programs are not cur-

rently among the nation's best. The deficiencies of the teacher education programs in some of the member institutions are all the more reason for the existence of the consortium, which is simply a means by which members can improve and reform their own programs. However, the consortium must become more than a self-help group because its vision of the kind of teacher who should be permitted to teach in U.S. schools requires the consortium to work equally hard to change the teaching profession itself. The consortium wishes to see nothing less than the transformation of teaching from an occupation into a genuine profession, and to this end it has aligned itself with other organizations, agencies, and institutions that support its goals and general directions.

The consortium seeks to provide the nation with teachers who have all the attributes of genuine professionals — including the prestige, high earnings, and autonomy that accrue to competent people who are engaged in important matters in ways that are beyond the talent or training of the ordinary person. Those educated at Holmes Group universities will be entrusted *fully* with the education of their pupils. They will be people who, by a combination of natural talent and training, can be *fully* responsive to the immediate demands of the classroom. They will be people who will

make significant decisions in pedagogy and in educational policy because they are competent to make them and because *no other person* will be more qualified or in a better position to do so.

Thus the consortium is organized around twin goals: the reform of teacher education and the reform of the teaching profession. It assumes that these reforms will prosper if the nation's best universities are committed to teacher education. It assumes also that teacher education programs will be different in these institutions for all the reasons that make these institutions so academically powerful in every other respect. They are institutions that attract more than their share of the best and the brightest students; their faculty members are, on the whole, the nation's best and most authoritative sources of information in their fields; they command substantial resources; and, in the case of education, they are the institutions that have educated and will continue to educate the professoriate in education. A consortium of institutions that educate teacher educators is needed, if only to insure

that the teachers of teachers do their graduate work in institutions that have exemplary teacher education programs. This consortium is the Holmes Group.

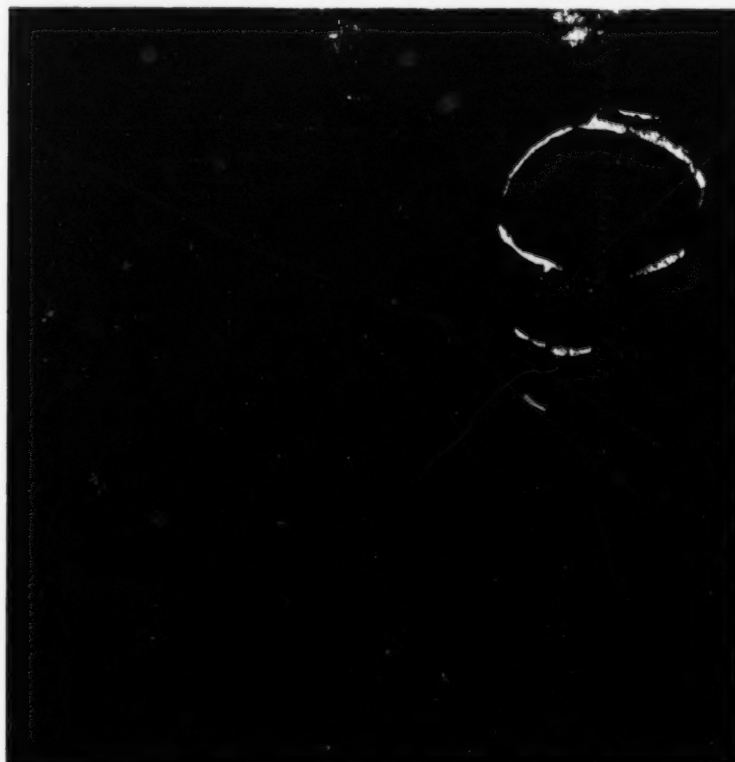
With these points in mind, the members of the Holmes Group recognize that powerful forces work against major reform in education. One of these forces is the dramatic increase in the demand for teachers that will occur in the next 10 years. If states and localities respond to this demand as they have in the past — by giving certification to unqualified persons and by allowing certified teachers to teach outside their fields of competence — then efforts to reform teacher education will be substantially undermined once again.

Another force working against a major reform of teacher education is, ironically, the education reform movement itself. Recent reform proposals have suggested that attracting higher-quality people to teaching is a key component of the effort to reform education — a recommendation we endorse as well. The reformers have also recommended that attention be given to such ideas as

increased subject-matter competence, more standardized testing, the addition of a fifth year to teacher preparation programs, differentiated career opportunities, increased clinical experience, higher salaries for teachers, and the like. But few of the reformers have seen that these issues are interrelated and more complex than each by itself would suggest, because each by itself could become a superficial and symbolic reform that could actually worsen the problems it was meant to solve. The current reform proposals will fail, as they have in the past, because they attempt to reform education simply by telling teachers (and everyone else) what to do, rather than by empowering them to do what must be done.

The quality of teachers is tied, of course, to the quality of their education. And we cannot improve teacher education very much by changing colleges of education without also changing the universities, the credentialing systems, and the schools themselves. The rewards and career opportunities for teachers; the standards, nature, and substance of professional education; the quality and coherence of the liberal arts and subject-matter fields; and the professional certification and licensing apparatus must all be changed — but not changed merely for the sake of change. They must be changed *only* in mutually supportive ways that will yield the kind of teachers we envision.

The policy changes recommended by reformers are only the first stage of lasting reform. Regrettably, most reform efforts end with the publication of a report. Past attempts at large-scale reform demonstrate that changes imposed from above, without the concurrence and collaboration of those who must implement them, have limited effects. Changes in the structure and content of teacher education depend on long-term and genuine reform efforts by policy makers, scholars, and practitioners. For this reason, the Holmes Group has proposed for itself long-term goals as both a regional and a national organization. We recognize that in implementing our proposed agenda, there will be many mistakes, false starts, and unanticipated problems. We also recognize that solutions that work in one setting must inevitably be adapted to work in another setting. For this reason, the plans of member institutions for achieving the group's goals will differ. We foresee that in the years



ahead we will learn much from one another about the strengths and limits of our proposed agenda. Hence the Holmes Group is committed to exploring a range of alternative solutions organized around five themes and to sharing the outcomes of our experiments among ourselves and with others. As we become more confident of solutions to the problems of building a teaching profession, we commit ourselves as teacher education institutions to establish accreditation standards for ourselves that reflect the following five major goals.

1. To make the education of teachers intellectually sound. Competent teaching is a compound of four kinds of knowledge: 1) a broad general and liberal education, 2) the subject matter of the teaching field, 3) the literature of education, and 4) reflective practical experience. Over time, the established professions have developed their own bodies of knowledge, which are transmitted through professional education and clinical practice. Their legitimate claims to professional status rest *solely* on the utility of this body of knowledge. For the occupation of teaching, a defensible claim for such special knowledge has emerged only within the last 20 years. Efforts to reform the preparation of teachers and the profession of teaching must begin, therefore, with improvements both in scholarship in education and in the articulation of education with the more mature academic disciplines. With this in mind, the Holmes Group commits itself to the development of programs in teacher education that *guarantee* the student's mastery of the four kinds of knowledge cited above.

The Holmes Group sees mastery of the liberal arts as essential in the preparation of teachers, because teaching, more than any other profession, is about knowledge. However, the Holmes Group finds that most undergraduate programs lack coherence and a focus on enduring questions and ideas. The disciplinary and departmental structure of universities — the source of so much strength in the modern university — is also responsible for the lack of attention to educational issues that extend beyond the boundaries of the academic major. This inattention weakens all students' understanding of the fundamental ideas that distinguish the truly educated person. Moreover, little in the contemporary

university encourages university faculty members to go beyond the firmly held — but naive — view of teaching as merely presenting or telling correctly.

The reform of teacher education must be coupled with changes in the education that undergraduates receive in the arts and sciences. Courses in the core subjects that elaborate both the structure of a discipline and its powerful and generative ideas must be developed. Currently, most prospective high school teachers major in their teaching field and engage in general liberal studies, leaving little room for the study of pedagogy and the reformulation of their college major into a teachable secondary school subject. Prospective elementary teachers, on the other hand, spend substantially more time on pedagogy, but they do so at the expense of essential knowledge of subject matter. Members of the Holmes Group commit themselves to the development of both a university-level pedagogical curriculum and a coherent program of professional education.

Despite the fact that clinical experience is almost universally praised by teachers, it presents some of the most serious problems in teacher education as it is currently practiced. We are committed to developing clinical experiences in a number of different settings, and, rather than merely exposing prospective teachers to experienced teachers, we are also committed to focusing clinical experience on the systematic development of practice and experimentation. It is clear that acquiring a general liberal education, mastering the content of the teaching field(s), and undertaking the study of and disciplined practice in pedagogy will take more time than is currently available in the traditional four-year undergraduate program. Thus the traditional program must be reorganized and inevitably extended — by about 25%, in our estimation. This reorganization and extension would mean, in most cases, that the deans of education would recommend for certification *only* persons who had completed a reformed academic major in their teaching subject, a true program of liberal studies, and a modern graduate program of pedagogical studies.

2. To recognize differences in knowledge, skill, and commitment among teachers. Improved teacher education must also be accompanied by changes in the structure of the profes-

sion of teaching: making university programs more demanding and costly will attract competent applicants *only if* the rewards of teaching and the opportunities for professional advancement are also increased substantially. In our view, a differentiated structure consisting of at least three levels is a prerequisite for the construction of a profession of teaching that will be responsive to the demands of the next decade.

Making university programs more demanding and costly will attract competent applicants only if the rewards of teaching and the opportunities for professional advancement are also increased substantially.

Career professional teachers would be people capable of assuming not only full responsibility for the classroom but also for certain aspects of the administration of the school and even of the university. The *professional teacher* would be an autonomous teacher in the classroom. And the *instructor*, a person whose ultimate career aspirations lie elsewhere, would teach for a few years under the supervision of a career professional teacher.

The Holmes Group commits itself to make the changes in teacher education necessary to prepare teachers for a differentiated structure along these general lines and to use its influence to change state and local policy in these directions.

3. To create honest standards of entry into the profession of teaching. The hallmark of a profession is the

responsibility it assumes for the competence of its members. This responsibility is twofold: responsibility to the public at large that its members possess the knowledge and skill needed to be effective and responsibility to the prospective members of the profession that they will receive just value for their investment in preparation. The Holmes Group commits itself to develop and administer a series of professional teacher examinations that will provide a credible basis for issuing teaching credentials and licenses. Because of the current limitations of even the best standardized tests in predicting the performance of teachers, the Holmes Group commits itself to require students to demonstrate mastery of important knowledge and skill through multiple evaluations in realistic and honest formats and settings. These examinations will provide a basis for evaluation not only of prospective teachers but also of the institutions themselves.

The Holmes Group also recognizes its responsibility to help create a profession that is representative of the larger pluralistic society. The most difficult problem in this regard is minority representation. Minority undergraduate enrollments and minority entry into teaching have been declining rapidly at the very time when the proportion of minority children in schools has been increasing. As a result, the teacher force may soon be composed overwhelmingly of people from majority backgrounds teaching students who are primarily from minority backgrounds. The Holmes Group institutions commit themselves to significantly increasing the number of minorities in their teacher education programs. Moreover, the Holmes Group does not see this goal as incompatible with its other goals.

4. To connect schools of education with schools. The professionalization of teaching depends on the contributions that teachers and professors make to the creation of knowledge about their profession and to teachers' ability to form collegial relationships beyond their immediate working environment and to grow intellectually throughout their careers. The improvement of teacher education depends on teachers' contributions to pedagogical knowledge and to reflective practice. These two facts lead Holmes Group institutions to commit themselves to establishing professional development schools and other

working partnerships among university faculty members, practicing teachers, and administrators.

These professional development schools, analogous to teaching hospitals in the medical profession, will bring practicing teachers and administrators together with university faculty members in partnerships based on the principles of *reciprocity* (the mutual exchange and benefit between research and practice), *experimentation* (a willingness to try and carefully evaluate new forms of practice and structure), and *diversity* (commitment to the development of teaching strategies for a broad range of children with different backgrounds, abilities, and learning styles).

5. To make schools better places in which teachers can work and learn. Constructing a profession through the improvement of professional education, the development of a differentiated structure for professional opportunity, the creation of honest standards for entry, and the creation of settings for mutual exchange between research and practice will have profound effects on the competence and aspirations of new teachers. The current working conditions of teachers — especially the division of authority between administrators and teachers — are seriously out of step with the notion of a truly professional teacher who would not need the levels of guidance, supervision, and external support that many districts now attempt to provide.

The Holmes Group will develop models for more appropriate divisions of authority between teachers and administrators in professional development schools and will make the professional education of administrators compatible with the requirements of a genuine profession of teaching.

The Holmes Group report, *Tomorrow's Teachers*, assesses the obstacles to lasting reform of education and sets forth a vision of teaching as a genuine profession. The report is not to be taken as dogma or as a schematic diagram for removing these obstacles. Nor is it a prescription for the one best way to educate teachers. Instead, it sets forth five themes or goals and challenges its members to adopt these goals and to propose individual plans to address them. The reason this consortium exists is, of course, that a single institution needs help to accomplish these five

goals. Obviously, the reform of the schools and the teaching profession is far beyond the capacity of even the strongest universities acting individually. Given the research orientation of each member institution, there is every expectation that these institutional plans, apart from being shaped by their local contexts, will be experimental and will reflect the same kind of inquiring attitude that characterizes sound research in any field.

The plans are to be submitted jointly by the chief academic officer of each university and by the dean of the college of education. They will show how the institution, over a period of years, will go about making its teacher education program more intellectually solid and accomplishing the other goals of the Holmes Group. Each successful plan will call for extensive collaboration between the college of education and the faculties of arts and sciences, the local schools, state departments of education, state legislatures, and so on. In the end, the value of the consortium will be the rich diversity of solutions to the common problem of transforming teaching into a true profession.

In recognition of the nation's regional diversity, the Holmes Group plans to pursue these larger goals at both the regional and national levels. For this reason, it has organized itself into five regions with at least one member institution for each 25,000 teachers within

a region. Through a national office, the Holmes Group will address reform measures common to the entire profession, and, in each region, the schools of education and their partners will address the unique educational features of their states and regions. In addition, the consortium has standing committees on four topics: curriculum development, state planning and policy, testing and evaluation, and membership.

Currently, the Holmes Group is establishing its charter membership and furthering its plans for implementation of its agenda. In keeping with the view that a focused effort among a reasonable number of research universities will increase the chance of successful reform, invitations for charter membership in the Holmes Group have been issued jointly to the chief academic officer and the dean of education at 123 institutions. At least one leading public university in each state has been invited, and at least one institution for each 25,000 teachers in each of the five regions has been asked to join.

Institutions that belong to the American Association of Universities have been invited to become charter members of the Holmes Group, as have other institutions identified in studies of institutional reputation for the excellence of their research and development in education. Other factors taken into account include whether or not an institution offers a doctoral program in education, the past record of investment in research and development activity on the part of the institution as a whole, and the percentage of minority enrollment at the institution.

To become a charter member of the Holmes Group, the chief academic officer and the education dean at the institution must support the goals of the Holmes Group. And they must describe their general plans for encouraging development and implementation of reform efforts at their institution.

Once charter membership has been established and pilot programs for implementation of the Holmes Group reform effort are under way, the group's membership committee will accept applications for participation from the deans and academic officers of other institutions that wish to affiliate with the group. We anticipate that application for membership in the Holmes Group will be open to other research-intensive institutions within three to five years. ■



The Greater Challenge

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BY DAVID G. IMIG

IT IS NOT the newness of the ideas but the commitment to change that makes the report of the Holmes Group compelling. A relatively small number of institutions have committed themselves to changing the way in which they educate teachers. This shared commitment to action is important and deserves the support of colleagues.

The report of the Holmes Group has much to recommend it to those who want better teachers in U.S. classrooms. It calls for a new seriousness on the part of the public in providing the resources necessary to bring about change. It also calls for the redesign of

all aspects of the academic and professional curriculum, new models of faculty evaluation, new staffing patterns for the schools, new modes of delivery for content, and greater coherence between teacher education programs and the other aspects of the education of teachers.

The challenge the report presents to the current leaders of schools of education would make Henry Holmes proud. The expectations of the Holmes Group for leadership on the part of deans of schools of education are extraordinary: gaining faculty support for a genuine commitment to teacher education (with the reallocation of resources to teacher education and away from school administration and counselor preparation), designing new ways to evaluate faculty members, proposing new research emphases, refashioning elementary education programs, and strengthening the clinical components of teacher education through new demonstration schools. These changes in teacher education pose significant challenges, but these will be the easy parts of reform. The difficult parts will be building the political base for change elsewhere — achieving the necessary transformation of the entire university and bringing professionalism to the public schools.

The design that is envisioned is not new. A century of reform reports, commission statements, and organizational resolutions have produced the ideas embodied in the report of the Holmes Group. They are themes addressed by John Dewey in 1904, by the Carnegie Report of 1920, by the Commonwealth Study of 1924, by the U.S. Office of Education National Survey of Teacher Education in 1933, and by the multi-volume study of teacher education undertaken by the American Council of Education in the early 1940s. Forty years of monographs, resolutions, and studies by the American Association of Colleges for Teacher Education have added to the message of reform, with *Teachers for the Real World* (1969) and *Educating a Profession* (1976) being the most important of these statements.

The National Education Association's National Commission on Teacher Education and Professional Standards and the Association of Teacher Educators have added much to the dialogue as well. The Ford Foundation in the 1950s and 1960s and the U.S. Office of Education's Teacher Corps program of the 1960s and 1970s made use of similar

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themes and ideas and led to profound changes in teacher education. Indeed, teacher educators have done more to transform their programs than any other group of educators on university campuses. State colleges have done more to train teachers in the technical aspects of teaching than have other colleges. And teacher education is better today than it has ever been.

But the report of the Holmes Group is not really about teacher education. Rather, it is about the education of teachers. It is about the quality of teaching in the academic disciplines just as much as it is about the transformation of content and modes of delivery in teacher education. It is about school-site experiences and the responsibilities to be fulfilled by cooperating or mentor teachers. It is about attracting thoughtful students to teaching and providing them with an imaginative and effective program. The report suggests that the education of teachers is a responsibility shared by many and that, unless all are serious about the quality of education for teachers, we will not achieve genuine reform.

Unfortunately, this message has not been widely understood. Recently, I sat with the vice president for academic affairs of one of the universities invited to participate in the series of conferences that established the Holmes Group. He was excited about *Tomorrow's Teachers* and the invitation to be part of the reform of teacher education. However, I soon learned that eliminating the undergraduate elementary education degree

program had long been a part of his agenda. Put bluntly, he saw in the report of the Holmes Group merely the redesign of teacher education, *not* the redesign of the education of teachers. He did not see universitywide commitment to change as part of the message of the Holmes Group.

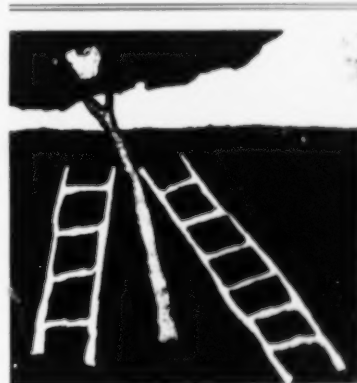
IF IT ISN'T the ideas that are new, then what is it about the report of the Holmes Group that has generated such interest? Put simply, Judith Lanier and her colleagues have created an enormous expectation that they will be able to achieve great change. They have threatened the complacency of many through a strategy of inclusion/exclusion (inviting only a small number of schools to join them) that is both troubling and stimulating. They have made use of a top-down strategy for change (reforms at so-called prestigious institutions will be copied at less-prestigious colleges) that is seen as holding great promise today. But most of all the Holmes Group report is a testimony to the vision and energy of Lanier and to her ability to fashion an organization outside established associations and to command both resources and widespread attention for that group.

As with any reform movement, the potential success of the Holmes Group now depends on others. Whether a sufficient number of institutions respond to the invitation to join, whether their presidents and provosts provide the necessary resources, whether systems of licensure and program approval change, whether foundations make the necessary grants, whether politicians sustain the necessary climate, whether faculty members in the arts and sciences refashion their programs, whether teachers change the schools — all of these will play a part in the success or failure of the reforms proposed in *Tomorrow's Teachers*.

From Dewey to Counts to Lindsey to the Holmes Group, four generations of reformers have confronted such obstacles. Although a few have managed to surmount these obstacles and fashion new programs — David Smith, Robert Saunders, Dale Scannell, the faculties at the University of New Hampshire and at Doane College and Austin College are among those who deserve recognition — most have stumbled.

Fashioning a network, building a base

of political support, claiming new resources — these give hope that the reform of teacher education will move forward. Whether the necessary changes in the education of teachers will take place is a greater challenge. Instead of opposing reform, all teacher educators need to support it and work together to accomplish the required changes. If the Holmes Group succeeds, we all succeed. [K]



SECTION C

EXCERPTS FROM THE UNIVERSITY OF NEW HAMPSHIRE'S FIVE YEAR
TEACHER EDUCATION PROGRAM
A STATUS REPORT AFTER 12 YEARS, 1974-1986

Dr. Michael D. Andrew
Director of Teacher Education
University of New Hampshire

February 1986

Program Overview

The University of New Hampshire implemented a five year teacher education program in 1973-74. The program features a full year internship in the fifth year, a semester of classroom experience in the sophomore year, a major outside of education, a core of professional course options, and graduate work leading to a Master's degree. The details are described in two articles which have appeared in the *Journal of Teacher Education* and in an ERIC document titled "Restructuring Teacher Education: The University of New Hampshire's Five Year Teacher Education Program" (October 1984).

Our program was developed in the early 70's in response to persistent national criticism of teacher education; many of the same criticisms we hear today. We wanted a stronger general education, more depth in subject matter, more choice in education courses, early classroom teaching experience for screening and background, a longer and better supervised final clinical experience and tougher admissions standards.

The sequencing of the program components varies for individual students (Fig. 1). Most students take Exploring Teaching in the sophomore year. Others choose it later, sometimes even at the graduate level. In this course students complete a minimum of 65 hours of classroom experience coupled with small group seminars and individual conferences aimed at career decision-making. If supervisors approve, students who complete Exploring Teaching are free to begin professional course work in their junior year (or later). Most are still undergraduates who are also completing a major outside of education and a baccalaureate degree. The professional course work is flexibly programmed and individualized in content to meet individual needs, interests and life plans.

Figure 1

GRADUATE WORK

- Graduate Concentration
- Graduate Electives
- Thesis or Project

INTERNSHIP

- Full year, full-time internship (12 credits)
- Resident supervisors plus university supervisors
- Education department supervision, minimum six times/semester
- Weekly intern seminar - small group
- Weekly meetings of university supervisors

ADMISSION TO INTERNSHIP

- Grades, GREs
- Recommendations
- Evidence from teaching

PROFESSIONAL COURSE WORK

- 4 credit hours required in each of four areas - all students
- Choices within the four areas
- Extra math and reading requirement for elementary
- Possible 12 credit hour graduate concentration

UNDERGRADUATE PREPARATION

- Major outside of education
- Baccalaureate degree

EXPLORING TEACHING

- 65 hours classroom experience
- Initial screening

Teacher Education

At least four credits are required in each of four professional areas: Philosophy, Educational Structure and Change, Alternative Methods and Human Learning and Development. Elementary candidates have additional requirements in reading instruction and math education.

Selection for the final phase of the program normally takes place in the senior year, although Post-BA admission is allowed. The final phase of the program consists of a full year, full-time internship with supervision and weekly intern seminars, plus further graduate work in the teaching field. Most students use these graduate level experiences to complete either an M.Ed. or M.A.T. degree

Quality of Graduates

Finally, we have seen a significant change in the quality of teacher education candidates. There has been an increase in the academic ability of our students. This was demanded by more stringent admissions standards. This change has not simply eliminated the poorer students; it has served to attract the superior students who are now glad to be associated with a program of high standards.

We now draw our students from the top one-half of the University's population. (See Figure 5.)

Students admitted to the final phase of the program over the past 12 years have maintained an undergraduate grade point average of 3.1 on a 4.0 scale. There has been little year-to-year variation. This compares to a University grade point average of approximately 2.8 for graduating seniors (a 2.0 is required for graduation), and a Graduate School ad-

missions grade point average of 3.1 for all graduate programs of the University.

The academic quality of students attracted to the Five Year Program is illustrated by examining the profile of the top 40% of the students admitted during 1983-84. Forty-seven students in this sample had an average grade point average of 3.38. The average verbal score on the Graduate Record Examination was 591. The average quantitative score was 598. The combined average was 1189. Twenty-four members of this group graduated *cum laude*. Eleven graduated *magna cum laude*. Four graduated *summa cum laude*. Seven were elected to Phi Beta Kappa. Eleven were elected to other national societies honoring academic achievement.

Quality of graduates is also indicated by their high job securing success. Two factors seem relevant. The first is superior qualifications for competition in the marketplace (a strong subject matter background, outstanding academic ability, extended internship experience). The second is great commitment to a career in teaching. Students who select the Five Year Teacher Education Program at UNH have a strong desire to teach. They persist in spite of high academic standards, an additional year (or more) of higher education and ever escalating costs.

Summary

The integrated undergraduate-graduate teacher education program at the University of New Hampshire continues to show increasing enrollments, while attracting academically superior students who, for the most part, are entering classroom teaching.

Figure 5
ACADEMIC CHARACTERISTICS OF FIVE YEAR STUDENTS
UNH TEACHER EDUCATION PROGRAM

Year	Number	GPA	GRE Score Verbal	GRE Score Quantitative	Combined GRE
1978	69	2.99	511	523	1034
1979	55	3.01	518	515	1033
1980	45	3.02	531	509	1040
1981	57	3.01	493	513	1006
1982	37	3.05	501	530	1031
1983	57	3.01	530	551	1081
1984	65	3.05	527	522	1049
1985	83	3.30	524	542	1066
AVERAGE		3.07	517	526	1043

SECTION D
PRIORITIES PLANNING MEETING, COLLEGE OF EDUCATION
December 1, 1986

Present: James Hook, Sam Hakes, Lee Schick, Walter Eggers, John Christopher, Donald Parker, Lee Bulla, Robert Houston, Philip Catalfomo, Tom Dunn, Keith Cottam

I. Organization of College

A. Curriculum and Instruction

- * needs two faculty members
- Has all methods, subject-matter areas, and theory courses.

B. Educational Administration and Adult Education

- * needs two faculty members
- Two programs joined as one. Has principles and administrative areas. Also have outreach programs for the community. These are only graduate programs.

C. Education Foundations and Instructional Technology

- Teaches foundations of education, education philosophy, education history, statistics, research, tests and measurements, and library science.

D. Counselor Education

- * this is only a graduate program
- Teaches people to be school counselors and agency professionals.

E. Vocational Education

- Has home economics, business education, etc. Has a joint B.A. program for Office Administration with LCCC.

F. University School

- This is the laboratory for the College

G. Science and Math Teaching Center

- This is joint between this college and the College of Arts and Sciences.

The College of Education is accredited by a national accreditation agency. There are 1400 Colleges of Education and only 430 are accredited. We are accredited through 1989.

II. College Areas

A. Demand—The demand for it is high. We are experiencing an increase in enrollment of 304%. This year there was an increase of 9%. All graduates can be placed with jobs if they are not placebound. Last year 60% stayed in the state to work. Twenty percent of the students in education have earned degrees from other colleges first and then come over for education degrees.

B. Uniqueness—The College is one of 12 universities invited to participate in a National Network of Education school and university partnerships. Six school districts and representatives from the university have joined together to improve the school systems and the Teacher Education program. There are three task forces formed with this project: 1) Teacher Education (based on the needs of the state), 2) School Administration (change the pattern from managers to innovators), 3) Technology.

1. Field Representatives—There are eight of these around the state. They are paid half from Education and half from Extended Studies. They supervise student teachers. This is very costly.

2. University School—This is the laboratory and clinic for the College of Education. There is no student teaching done at this school (or at other schools in Laramie). This school is used for observation, participation, and research not only for the College but for other units on campus as well.

3. Centers for Excellence—Trying to use these centers instead of field representatives to supervise student teachers. Students are placed at one of these centers for the entire semester to get teaching experience in all elementary grades (the usual procedure is for eight weeks teaching one class).

4. Telecommunications—The Department of Educational Foundations and Instructional Technology will begin videotaping two classes this Spring for course offering to school districts in the state.

Teacher Education

5. Partnership Programs—In this program students take their methods classes and student teaching in the same semester. This is done in Casper, Cheyenne, and Laramie.

C. Structure and Governance—The structure of the College under the new dean is evolving. We will probably use an associate dean and committee assignments. We believe in strong faculty input and involvement.

D. Budget Per Enrollment—The College doesn't receive its fair share and should be looked at more closely.

E. Space—There is a strong need for more space. The College faculty is spread-out in three buildings. A planning grant is needed because when the building was built in 1949 it was to have capacity for 900 students—there are 1500 now. I would like to consider building up behind the present building (like Agriculture and Engineering).

F. Research—There is a lot done. There have been five books, many articles, and many requests for presentations. There is an average research load placed on faculty of 20%. (The teaching Load is nine credit hours on the average.)

G. Scholarship—A faculty development committee has been established. It is used as an incentive for faculty to increase productivity. It is a mentor program where young, first-year teachers are matched with productive faculty.

H. Service—There were over 500 instate service activities done this last year and 275 on-campus activities.

1. The North Central Association is housed in the College. It is the accrediting agency for the public schools. There are 125 schools in the state who are now accredited.

2. Education Extension—The enrollments have been increasing. These are classes offered for credit as inservice programs for school districts. More than one-half of all University extension is done by the College of Education faculty.

III. Curriculum—This is undergoing complete reorganization. There are inter-disciplinary programs

in physical education, speech pathology, home economics, and early childhood.

A. Field and Clinical Experiences—These are handled by the University School and other schools in Laramie.

B. Student Teaching—The field representatives are overloaded now, this year there will be 548 students ready for student teaching. Now they are required to have eight weeks, in 1989 they will be required to have ten weeks.

C. New Requirements—There is now an entrance exam (it is an achievement test). Starting this year students must achieve a 70% (in the past it was a 50%) to be admitted into the College. About 20% of the students fail the test the first time they take it.

IV. Curtail

A. Jayne Media Center—close December 31, reassign two positions

B. Graduate Programs—decrease. Recommended review of Ph.D. in School Administration, Education Foundations and Adult Education, and Vocational Education.

C. Enrollment—limit

D. North Central Association—close office at UW

E. Placement Office—close or limit (this does pay for itself)

F. Science-Math Teaching Center—close

G. Off-Campus Service Activities—limit

H. Reallocate Loads—Faculty who are close to retirement and who don't do research, increase their teaching loads

V. Unresolved Issues

A. Space—Need money for planning

B. Student Teaching

C. Field Representatives—very expensive. Look for alternatives.

D. GRE Scores for Mature Individuals—Does this test pertain to individuals who are older than 22? Should some students be advised according to production rather than scores on the test?

E. Heavy teaching loads